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REGULATIONS  
AND  
CORRESPONDENCE

RELATING TO

FRENCH AND GERMAN SCHOOLS

IN THE

PROVINCE OF ONTARIO.

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PRINTED FOR THE EDUCATION DEPARTMENT.

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TORONTO:  
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1889.





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# REGULATIONS, SECTIONS OF THE PUBLIC SCHOOLS ACT, AND CORRESPONDENCE RELATING TO FRENCH AND GERMAN SCHOOLS IN THE PROVINCE OF ONTARIO.

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## I.—THE EXAMINATION AND TRAINING OF TEACHERS.

1851.

At a meeting of the Council of Public Instruction, April 25th, at which the Rev. Henry James Grasett, A.M., Chairman *pro tempore*; James Scott Howard, Esq., the Rev. John Jennings, and the Rev. Adam Lillie were present, the following minute was adopted:—

In reference to the programme of the examination and classification of teachers, and the letter of the Secretary of the Board of Public Instruction for the County of Essex, submitted to this council, as regards the granting of a certificate to a French teacher who is not conversant with the English grammar, it was

*Ordered*, That there be added to that programme the following:—

8. In regard to teachers of French or German, that a knowledge of French or German Grammar be substituted for a knowledge of English grammar, and that the certificate to the teacher be expressly limited accordingly.

*Ordered further*, That the above be communicated to the several County Boards of Public Instruction in Upper Canada.

---

The correspondence referred to above is as follows:—

OFFICE OF THE BOARD OF PUBLIC INSTRUCTION,  
SANDWICH, April 12th, 1851.

SIR,—I have been directed by the Board of Public Instruction for the County of Essex, to refer to your consideration the case of a candidate who made application to-day for a certificate of qualification as teacher.

It may not, perhaps, be necessary to inform you that the majority of the inhabitants of the Township of Sandwich are French Canadian, that the French language is in very general use, and that in most of the school sections of the township the teachers and pupils being French, the exercises and instruction in the schools are conducted in that language.

Of the candidates presenting themselves before the Board of Public Instruction and belonging to the Township of Sandwich there has not hitherto been any one who did not possess, at all events, in some degree, a knowledge of English language.

Mr. Gigon, who came before the Board to-day, is entirely ignorant of it, and upon reference to the programme of examination prescribed by the Council of Public Instruction, the Board of Examiners present felt constrained to refuse to grant, at present, a certificate of qualification.

As, however, it might possibly be urged on behalf of Mr. Gigon, that in this part of Upper Canada, in the midst of a French community, the programme of examination should not be strictly adhered to, and that there would be injustice in debarring a teacher from desiring a participation in the Government appropriation of moneys for schools, because although capable of imparting the elements of a good education, he conveys instruction only in the French language, the language of the pupils who attend his school—the Board have deemed Mr. Gigon's case of sufficient importance to be submitted to the chief superintendent as being decisive of the principle whether or not it is an essential toward the obtaining of Government support that teachers of common schools should deliver or be able to deliver their instructions in the English language.

Previous to Mr. Gigon's appearing before the Board, a memorial, a copy of which I beg leave to furnish herewith, was presented to the Board on behalf of some very respectable Canadian *habitans* of the school section in which Mr. Gigon is keeping school. I must mention to you in connection with this memorial that Mr. Gigon produced a proper certificate of having taken the oath of allegiance and also a very excellent testimonial as to character and capability as a teacher from Monsieur Père Point.

Mr. Gigon stated that there were about fifty pupils attending his school, all of them very young and all of whom spoke only the French language.

I remain, etc.,

S. J. MACDONELL,  
Sec. B. P. I. for Essex.

J. G. HODGINS, Esq.,  
Dep. Supt., Toronto.

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*To the Board of Public Instruction for the County of Essex, one of the United Counties of Essex and Lambton, in the Province of Canada:*

The memorial of the inhabitants of School Section Number 6 in the Township of Sandwich, in the County of Essex,

RESPECTFULLY REPRESENTS—That your memorialists considering the urgent necessity to forward elementary education in their school section, as well as in their township, as far as is in their power, are deeply affected and grieved to perceive that their efforts for that purpose are thwarted and rendered useless by the system of instruction introduced in our school section, as well as in other sections of this township, and we are informed,

That a set of school teachers have been introduced (and one in particular in our section) who is far from being qualified to be a teacher, within the meaning of the Statute, and otherwise wholly incapable of giving our children a good and wholesome English education—he the said teacher, named Gigon, a Frenchman newly arrived in this country, an alien, utterly unacquainted with the principles of the English language and less with the practice of it, having been appointed to teach our children. Your memorialists conceive they have a right to have their children taught in English, because they have discovered by experience that French instruction alone availeth them next to nothing at all, being an ornamental rather than a useful acquirement for the inhabitants of this county.

Your memorialists would, therefore, entreat the Board to take their case into favorable consideration and by proper investigation cause this great evil to disappear, which evil, if suffered, will throw us back considerably from our surrounding neighbors.



Your memorialists, therefore, earnestly pray to afford them relief, and, as in duty bound, will ever pray.

(Signed)	JULIEN PARENT,
"	JEAN B. CAMPEAU (père),
"	JEAN B. CAMPEAU (fils),
"	LOUIS CAMPEAU,
"	ANTOINE PERAULT,
"	ALEX. LABATE,
"	DAVID CAMPEAU,
"	THOMAS LOUIS TREMBLE,
"	ADOLPHUS CHARRON,
"	CAMILLE PARENT,
"	ELANDE LABATE,
"	JULIEN LABATE,
"	CHARLES LABATE,
"	CHARLES CAMPEAU,
"	L. POUPART,
"	RICHARD DUCHENE,
"	GREGORIE HEBERT.

SANDWICH, School Section No. 6,  
April 9th, 1851.

EDUCATION OFFICE,  
TORONTO, April 30th, 1851.

SIR,—I have the honor to acknowledge the receipt of your letter of the 12th instant, enclosing a memorial from certain inhabitants of School Section No. 6, Township of Sandwich, and to state in reply that there is nothing in the school law to prevent the Board of Public Instruction for the County of Essex to grant a certificate of qualification to any person upon passing the requisite examination who shall have complied with the conditions contained in the 2nd clause of the 29th section of the School Act.\*

\* *School Act of 1850. (13 and 14 Vic., Chap. 48.)*

XXIX. And be it enacted, That it shall be the duty of each County Board of Public Instruction :

(1) *Times of Meeting.*

*Firstly.* To meet not less than four times a year ; to determine the time and place of its own meetings, and the order of its proceedings, and the manner of recording them.

(2) *Grant Certificates of Qualification.*

*Secondly.* To examine and give certificates of qualification to teachers of Common Schools, arranging such teachers into three classes according to their attainments and ability, as shall be prescribed in a programme of examination and instruction to be provided according to law : also, to annul any such certificate as it shall judge expedient : provided always that no certificate of qualification shall be given to any person as a teacher who shall not furnish satisfactory proof of good moral character ; nor to any person who shall not, at the time of applying for such certificate of qualification, be a natural born or naturalized subject of Her Majesty, or who shall not produce a certificate of having taken the oath of allegiance to Her Majesty before some one of Her Majesty's Justices of the Peace for the county in which he shall be a resident ; and all Justices of the Peace are hereby authorized to administer such oath of allegiance : provided also, that any such certificate of qualification shall be general as regards the county or limited as to time or place, at the pleasure of the majority of the members of the County Board of Public Instruction present at such examination : provided likewise, that every such certificate shall have the signature of at least one local Superintendent of Schools.

Mr. Gigon having complied with those conditions, as intimated in your letter, the Council of Public Instruction for Upper Canada has sanctioned a liberal construction of the programme to which you refer, making the term "English" convertible into the term "French" where it occurs, and when applied to French candidates for examination before the County Board of Public Instruction. The certificate should, of course, be expressly limited to teaching in the French language.

In reference to the memorial, I would observe that it involves an interference with the constitutional school authorities of the section, in the discharge of their duties to their constituents, which neither the County Board nor the Department has any legal right to make. The law justly invests the trustees with the sole authority and responsibility of employing and paying a teacher.

I have also received a communication from the Township Superintendent, containing a remonstrance on the part of the trustees. My reply to him will be similar to the foregoing.

I have, etc.,

S. J. MACDONELL, Esq.,  
Sec. Board Pub. Instruction,  
Sandwich.

J. GEORGE HODGINS.

SANDWICH, April 16th, 1851.

To J. GEORGE HODGINS, Esq., etc., etc.,

SIR,—I beg to enclose you the petition of the Trustees of School Section No. 6, Township of Sandwich.\* Two days ago Mr. Gigon, the person mentioned in the petition, presented himself to be examined, and objection was raised by one of the examiners that he was not eligible to be a teacher, as he did not understand English; this is the reason why the trustees address you.

I see nothing in the Act requiring that teachers must be acquainted with the English

\*A Monsieur le SURINTENDANT DES ECOLES,  
à Toronto.

Nous, soussignés syndics de l'arrondissement d'école No. 6 dans le township de Sandwich:—

Ayant été choisis légalement pour représenter tous les habitants du dit arrondissement, prenons la liberté de nous adresser en toute confiance à vous le surintendant de l'école et l'ami de l'éducation de nos enfants, pour obtenir une réponse favorable.

1o. Cette division est une des moindres du pays tant pour le nombre des enfants que pour l'état de la fortune des parents; elle ne peut produire qu'une bien petite retribution pour l'instituteur.

2o. Cette division est composée de familles ne parlant que le Français.

3o. Elle a essayé depuis bien des années à avoir une école sans y réussir. L'année dernière, un habitant du lieu s'est offert pour enseigner le Français et l'Anglais. Il n'a pu réunir assez d'enfants pour pouvoir donner ses leçons; l'allocation a donc été perdue, au grand regret des pères de famille.

4em. La division, après maintes recherches, n'a pu trouver un seul maître parlant les deux langues.

5em. Mr. Gigon, homme respectable ne parlant que le Français, s'est présenté, nous l'avons introduit dans notre école, après avoir consulté M. le surintendant local, avec sa permission de lui faire subir un examen en Français. Le Bureau d'Examineurs ne devant siéger que deux mois après, à peine introduit, plus de quarante enfants sont entrés à l'école, à la grande satisfaction des parents et de nous, qui voyons enfin réalisés nos plus pressants désirs.

Aujourd'hui on refuse d'examiner le maître, sous le prétexte de l'article qui exige de savoir lire l'Anglais.

Nous demandons à l'autorité qu'il nous soit permis de conserver notre bon maître quoiqu'il ne soit pas qualifié pour la langue Anglaise.

Si votre réponse n'est pas favorable, nous resterons donc encore sans école, et cependant nous payons les taxes et nos enfants restent veillants dans l'ignorance.

Nous espérons, M. le Surintendant, que vous voudrez bien ne pas abandonner à un triste sort la partie du pays dont nous sommes représentants.

En nous accordant le bien fait que nous réclamons de votre zèle vous mériterez un redoublement de reconnaissance et d'estime de la part des soussignés qui ont l'honneur d'être,

Monsieur le Surintendant,  
Vos très humbles et obéissants serviteurs,

Marque de Mr. x MORAN,  
devant témoins.

Marque de Mr. x LÉTOURNEAU,  
devant témoins.

(Signé) MEDART GOUIN.

Syndics de l'Ecole No.  
6, E. de Sandwich.



language. There are several school sections in this township where the children cannot speak English, and it appears to me that a teacher who understands the English tongue would be of no use in such sections, as neither the teacher nor the pupil could understand each other. A teacher competent to teach English and French cannot be procured at all times. You will be pleased to give your opinion on this case and oblige.

Your most obedient servant,

P. McMULLIN,  
Superintendent.

EDUCATION OFFICE,  
TORONTO, 30th April, 1851.

SIR,—I have the honor to acknowledge the receipt of your letter of the 16th inst., enclosing a communication from the Trustees of School Section No. 6, Township of Sandwich, and to state in reply that there is nothing in the School Act to prevent the Board of Public Instruction for the County of Essex from granting a certificate of qualification to any person upon passing the requisite examination, who shall have complied with the conditions contained in the 2nd clause of the 29th section of the School Act.

Mr. Gigon having complied with these conditions as intimated in a letter I have received from the Secretary of the County Board, the Council of Public Instruction for Upper Canada has sanctioned a liberal construction of the programme for the examination and classification of teachers, making the term "English" convertible into the term "French" where it occurs and when applied to French candidates for examination by the County Board. The certificate should, of course, be limited to teaching in the French language.

The School Act expressly authorized trustees to employ any qualified teacher they please; should, therefore, Mr. Gigon obtain a certificate from the County Board, the Trustees can engage his services, and no Board or school officers can prevent them, as has been assumed in a memorial transmitted to me by the Secretary of the County Board from certain inhabitants of School Section No. 6, Sandwich.

I have, etc.,

P. McMULLIN, Esq.,  
Local Superintendent,  
Sandwich.

J. GEORGE HODGINS.

*Council of Public Instruction.*

1858.

Members present on December 17th, 1858:—

The Hon. S. B. Harrison, Chairman.  
The Chief Superintendent of Education.  
The Hon. J. C. Morrison, Q.C.  
The Rev. J. McCaul, LL.D.  
J. S. Howard.  
The Rev. Jno. Jennings, D.D.  
The Rev. Adam Lillie, D.D.  
The Rev. Jno. Barclay, D.D.

Section No 8 of qualifications of third class teachers of the programme for the examination, etc., of teachers adopted on this date as follows:—

"In regard to teachers of French or German, a knowledge of the French or German may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly."

Members present on March 28th, 1871 :—

Rev. Jno. McCaul, LL.D., Chairman *pro tem*.  
 The Chief Superintendent of Education  
 The Very Rev. H. J. Grasett, B.D.  
 The Rev. Jno. Jennings, D.D.  
 The Ven. T. B. Fuller, D.D.  
 The Rev. G. P. Young, M.A.

Section 2 of the explanatory note in the revised programme for the examination and classification of teachers adopted on this date as follows:—

“In regard to teachers in French or German settlements, a knowledge of the French or German grammar respectively may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly.”

BERLIN, 9th November, 1871.

SIR,—I have the honor to state that, previous to the July (1871) examination, I called at your office and made enquiries in regard to what provision had been made for the examination of candidates for certificates of qualification as teachers of the German language. Your reply was “that the matter had been overlooked by the Council of Public Instruction,” and, further, “that it was then too late to take the subject into consideration before the then approaching examination.” You then instructed me to grant six months’ certificates to such German candidates as would present themselves for examination in July, and by giving you early notice of our requirements, you said due attention would be given to the matter by the Council of Public Instruction, and every provision made for the examination of such candidates at all future examinations.

Six German candidates presented themselves at the July examination and are now teaching under the authority above referred to. In all probability about fifteen (15) will apply at the January (1872) meeting.

I hope this notice will be in ample time to allow of every preparation being made. The Germans of this county are a brave and highly intelligent people, but exceedingly sensitive on the question whether their language is to be continued in their schools.

I have, etc.,

THOMAS PEARCE,  
 County Inspector.

Dr. J. GEORGE HODGINS,  
 Dy. Supt. Education,  
 Toronto.

15th NOVEMBER, 1871.

SIR,—I have the honor, in reply to your letter of the 9th instant, to request that you would submit some suggestions as to the manner in which you think the case of German candidates for teachers’ certificates can be met.

I suppose they can all read English, and the ordinary examination papers can be used by them without translation, allowing them to prepare their answers in German, except in reading, spelling, etymology and grammar, in which some members of your Board might prepare examination papers. The certificates of the candidates would be for teaching schools in the German language and not English schools, and would be made either for three years or permanent, as determined by your Board.

I have, etc.,

THOS. PEARCE, Esq.,  
 Inspector Co. Waterloo,  
 Berlin.

E. RYERSON.



CHRONICLE OFFICE,  
WATERLOO, November 13th, 1871.

J. G. HODGINS, Esq.,  
Deputy Superintendent,  
Toronto.

DEAR SIR,—I beg respectfully to enquire whether it is the intention of the Council of Public Instruction to furnish questions in German grammar for the use of such candidates for Teachers' Certificates as may, at the forthcoming examination, elect to be examined in that language.

We shall probably be questioned in reference to this matter by parties interested as soon as the early approach of the examination becomes known.

(Other subjects).

Yours, etc.,

THOS. HILLIARD,  
Secretary of Board of Examiners.

21st NOVEMBER, 1871.

SIR,—I have the honor to state, in reply to your letter of the 13th instant, that with respect to German candidates a communication has been sent to the County Inspector, of which I enclose a copy.

(See letter to Thomas Pearce, Esq., above.)

I have, etc.

T. HILLIARD, Esq.,  
Secretary Board of Examiners,  
Co. of Waterloo, Waterloo.

3rd MAY, 1872.

GENTLEMEN,—I have the honor to state that the memorial you have addressed to the Council of Public Instruction has been laid before that body, and by their request has been transmitted to the Government, with the view of procuring the action that may be necessary in the matter.

I have, etc.,

E. RYERSON.

Messrs. OTTO KLOTZ and others,  
Berlin.

6th MAY, 1872.

SIR,—I have the honor to transmit, at the request of the Council of Public Instruction, a memorial from certain German-speaking inhabitants of the County of Waterloo, praying for the appointment of a person as "Inspector of the German departments of all Public Schools in the Province of Ontario."

As the Council does not possess the power to make the desired appointment, the matter is referred for the consideration of His Excellency in Council.

I have, etc.,

E. RYERSON.

The Honorable P. Gow, M. P.P.,  
Provincial Secretary,  
Toronto.

At the last quarterly meeting of the German-Canadian Society the following resolution was passed unanimously:—

That in the counties of the Province of Ontario, where German-English schools are existing, or may be yet started, the County Council shall appoint a commission or board of professional educators who shall have authority to examine German teachers and grant certificates ; it shall also be the duty of one of the members of such board to visit with the County Inspector, or alone, all such schools in which the German language is taught, and he shall have the same power regarding the method of teaching and the general government of such German schools as the County Inspector has.

It was further resolved that a delegation be sent to Toronto to lay this resolution before the Government and members of the Assembly of Ontario, and also to confer with the Chief Superintendent of Schools about the matter. Messrs. Lang, Korman and Klein were elected to proceed to Toronto in accordance with the above resolution.

(Signed,) JOHN KLEIN,  
President.

ERNEST SEEBER,  
Secretary.

VICTOR LANG,  
Vice-President.

(Received at Department 29th January, 1872.)

PROVINCIAL SECRETARY'S OFFICE,  
TORONTO, 28th May, 1872.

SIR,—With reference to your letter of the 6th instant and the memorial from the German-speaking inhabitants of the County of Waterloo therewith enclosed, I am to request that you will communicate for the information of the Government, your views with reference to the subject matter of that memorial.

I have, etc.,

PETER GOW,  
Secretary.

Rev. Dr. RYERSON,  
Chief Supt. of Education,  
Toronto.

TORONTO, May 30th, 1872.

SIR,—I have the honor to acknowledge the receipt of your letter of the 28th instant, requesting me to communicate for the information of the Government my views with reference to the subject of the memorial of German inhabitants of the County of Waterloo, praying for the appointment of a German Public School Inspector.

I am somewhat at a loss what to recommend or say on the subject. According to the memorial in question there are only about eighty schools in which German is the native language of any considerable number of the pupils ; and these schools are chiefly situated in six counties, but in all these schools English is taught and the teacher is required to have a certificate of qualification to teach the ordinary subjects of Public School education. The inspection and examination in English and the administration of the law in respect to all these schools are already provided for through the county inspectors. The examination of teachers in the German and French languages is also provided for by the regulations adopted by the council some months since, authorizing the county councils, within whose jurisdiction there are German or French inhabitants, who wish their children taught their native tongue, to appoint any person whom they may deem competent to examine teachers in the German or French language, as members of the Board of Examiners.



The only thing not formally provided for is the examination of pupils in German, I have understood that the county council in each of the counties where there are German schools, has appointed an inspector who understands German as well as English, though he may not be, strictly speaking, a German scholar.

I think the case may be fully met by enacting a clause in the law, authorizing the county council in any county in which there are German schools, to appoint, if it will judge expedient, a person whom it shall deem competent to examine the pupils of such schools in the German language, and report the result to the county inspector with such explanations and remarks as he may deem expedient, and the county council shall grant for such service not less than five dollars per school, which may be supplemented by a like sum out of the public revenue to order of the Lieutenant-Governor in Council.

Such an arrangement will not interfere with the authority of county councils to make all appointments for the inspection of Public Schools, will not interfere with the ordinary administration of the school law; will gratify the German inhabitants at the same time that it will not create such an appointment in any county in which the county councils shall not deem it expedient.

I may also add that I do not think there are any German settlements requiring German to be taught in the Public Schools where there will not be found educated German clergymen, Protestant or Roman Catholic, if not others, fully competent to examine the pupils in German and judge of the efficiency of the teaching in German. In or from counties where there are German settlements, I have met or had correspondence with clergymen, both Protestant and Roman Catholic, who appeared to be accomplished scholars and gentlemen.

I have, etc.,

E. RYERSON.

The Hon. PETER GOW, M.P.P.,  
Provincial Secretary,  
Toronto.

---

#### *Council of Public Instruction.*

Members present on July 4th, 1871 :—

The Rev. Jno. McCaul, LL.D., Chairman *pro tem*.  
The Chief Superintendent of Education.  
The Very Rev. H. J. Grasett, B.D.  
The Rev. Jno. Jennings, D.D.  
The Rev. G. P. Young, M.A.

Section 2 of "Explanatory Note," under head of "Valuation and Duration of Certificates" of the Revised Regulations and programme for Public Schools, adopted on this date as follows :—

"In regard to teachers in French or German settlements, a knowledge of the French or German grammar respectively may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly."

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Members present on November 13th, 1871 :—

The Very Rev. H. J. Grasett, B.D., Chairman *pro tem*.  
The Chief Superintendent of Education.  
The Rev. J. Jennings, D.D.  
The Hon. Wm. McMaster.  
The Ven. T. B. Fuller, D.D.

On this date it was "ordered that the Chief Superintendent be authorized to make such provision for the examination of those candidates for certificates who speak the German language as he may deem expedient."

---

1871.

By Section 5 of the School Act of 1871, it was provided that, "In counties containing any municipality wherein the French or German language is the common or prevailing language, an inspector may have charge of any number of schools not less than forty."

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Members present on February 9th, 1872 :—

The Rev. J. McCaul, LL.D., Chairman *pro tem*.  
 The Chief Superintendent of Education.  
 The Very Rev. H. J. Grasett, B.D.  
 The Hon. Wm. McMaster.

On this date it was ordered, "That the County Councils within whose jurisdiction there are French or German settlements be authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language at the semi-annual examinations."

---

Members present on October 8th, 1874 :—

The Very Rev. H. J. Grasett, B.D., Chairman.  
 The Chief Superintendent of Education.  
 James MacLennan, Q.C., M.P.  
 The Rev. Jno. Ambery, M.A.  
 The Rev. Bishop Carman, D.D.  
 Daniel Wilson, LL.D.

On this date section 4, under the head "Conditions required of candidates for certificates of qualification as teachers" of the Public School Regulations was adopted as follows :—

"In regard to teachers in French or German settlements, a knowledge of the French or German grammar respectively may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly. In regard to these settlements, it was ordered by the Council of Public Instruction that the County Councils within whose jurisdiction there are French or German settlements, be authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language, at the semi-annual examinations."

---

JULY, 1883.

*Extract from the Regulations adopted by the Education Department.*

In regard to teachers in French or German settlements a knowledge of the French or German grammar respectively may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly. The County Councils, within whose jurisdiction there are French or German settlements, are authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German language.



1885.

In the session of 1885 power was conferred upon county councils to appoint additional examiners in certain cases.

“170. Where deemed necessary from the general use of the French or German language, it shall be lawful for the county council to appoint two additional examiners for the purpose of conducting examinations in either of the languages aforesaid, of such candidates as may present themselves for certificates to teach a public school, subject to the regulations of the Education Department. 48 V., c. 49, s. 170.

TORONTO, 15th July, 1885.

DEAR SIR,—You will have noticed by the Act of last session that power has been conferred upon county councils to appoint French examiners in addition to those authorized as constituting county boards. I propose calling the attention of county councils specifically to this provision, and in that case it is altogether likely that examinations in French will be held in several counties. In order that these certificates might be as nearly of the same value as possible, I thought it would be wise in the new regulations to indicate some common standard which the various boards of examiners might adopt. Would the entrance to the High Schools be sufficiently high? If so, I could simply indicate that in preparing examination papers the board should have that standard in view. Let me have your opinion at an early date, and oblige,

Yours truly,

G. W. ROSS.

O. DUFORT, Esq.,  
Assistant Pub. School Inspector,  
Curran.

CURRAN, 20th July, 1885.

The Honorable  
THE MINISTER OF EDUCATION.

SIR,—I certainly approve of your intention of having examinations conducted in French, and of having a common standard by the various Boards of Examiners. Although I remarked that the teachers under my control are advancing in culture and efficiency, still I think that the entrance to the High Schools will be sufficiently high for the present. I have no doubt that this is a right step in the right direction . . . (other subjects).

Yours truly,

O. DUFORT,  
Inspector.

*Regulations approved by the Education Department in August, 1885.*

153. Where the County Council appoints two members to conduct examinations in French or German, as provided in section 170 of the Public Schools Act, such additional persons shall be members of the Board for all purposes prescribed in the said School Act, and in the regulations herein set forth.

154. In preparing examination papers for candidates who write in the French or the German language, the standard prescribed for entrance to High Schools shall, as nearly as possible, be adopted by the examiners.

155. In addition to the examination conducted in the French or the German language, every candidate for a teacher's certificate shall be required to pass such examinations in English grammar and in translation from French or German into English, as may be prescribed by the Board of Examiners.

1886.

RUSSELL, 25th May, 1886.

SIR,—Our Board of Examiners and our County Council are anxious to have some provision made for the professional training of the teachers of our French schools. The knowledge of the English language possessed by the majority of these teachers is not sufficient to enable them to take advantage of the training given in our present Model school.

We have no school to do the work that could fulfil the requirements of the regulations of the Education Department relating to Model schools, as the largest of our French schools employs two teachers only, and it is, we believe, impossible to procure a full staff of teachers that have received Normal training in Ontario. But the trustees of one of our largest French schools have a suitable building, and are willing to employ for Model school work a principal trained in one of our Normal schools, with two experienced assistants.

Will you please inform me whether the Minister of Education would make the usual grant of \$150 toward such a school?

You will confer a favour by giving an early answer, as it is our wish to have the school in operation for this year's Model school work.

I have, etc.,

W. J. SUMMERBY,  
I. P. S.

The SECRETARY,  
Education Department, Toronto.

TORONTO, 7th June, 1886.

SIR,—In regard to the establishment of a French Model school, I would recommend that the offer of Inspector Summerby be accepted if he will provide a suitable building of at least three rooms, a staff of three teachers, conversant with English as with French, of whom the principal shall hold at least a second class Normal certificate. The assistants should have certificates granted in this Province. Provision should be made to give the teachers a course of instruction in English, and a review of the work they will have to do in school, for many are very weak in their non-professional work. Arrangements could be made to have an examination at the close of the term, in this work as in the professional. It should also be arranged that the principal be free for a part of his time to attend to the students in training.

Yours, etc.,

J. F. WHITE,  
Inspector Separate Schools.

ALEX. MARLING, Esq.

MEMO.—I would recommend that Inspector Summerby be instructed to open the Model school for the training of French teachers, on the conditions which Mr. White suggests, viz :—That the principal be able to instruct in English as well as in French, and that provision be made by the trustees for relieving him from all public school work during at least half of each day.

J. J. TILLEY.



TORONTO, 14th June, 1886.

DEAR SIR,—Your letter of the 25th ult., has been under consideration, [of the Minister] and you are hereby authorized to open the Model school for the training of French teachers, on the following conditions :—

1. That the principal be able to instruct in English as well as in French, and hold at least a second class Normal school certificate.
2. That provision be made by the trustees for relieving him from all public school work during at least half of each day.
3. That the other two teachers be also conversant with both English and French, and hold certificates granted in this Province.
4. Provision should be made to give the teachers a course of instruction in English, and a review of the work they will have to do in school, many being weak in their non-professional work.

Arrangements could be made for an examination at the close of the term in this work, as well as the professional.

5. That a suitable building of at least three rooms, be provided.

The usual grant of \$150 will be made on the above conditions.

Yours, etc.,

ALEX. MARLING,  
Secretary.

W. J. SUMMERBY, Esq.,  
I. P. S. Prescott and Russell, Russell.

RUSSELL, 15th November, 1886.

SIR,—Referring to the proposed Model school for the training of French teachers. I have the honour to report for the information of the Honourable the Minister of Education that we were unable to establish it owing to the fact that no suitable and properly qualified principal could be found to take charge of it.

I have, etc.,

W. J. SUMMERBY,  
Inspector Public Schools.

The SECRETARY,  
Education Department, Toronto.

1889.

TORONTO, 13th August, 1889.

MY DEAR MR. SUMMERBY,—I am under the impression that another Model School in the Counties of Prescott and Russell, established on a somewhat broader basis than the ordinary Model School, would serve the purpose required by the present dearth of French-English teachers, as a special Training School. There are peculiar difficulties at Original, which, will perhaps make it impossible to open the Training School there.

Is there accommodation at Curran or Plantagenet? Which of these places is most central for the United Counties? Which would supply the greatest number of teachers from the immediate neighborhood? and at which of these places could we establish more easily a Model School where both languages would be taught? Reply fully at your earliest convenience, and oblige,

Yours truly,

(Signed) GEO. W. ROSS,

W. J. SUMMERBY, Esq.,  
I. P. S., Russell.

School Inspector's Office, RUSSELL, 17th August, 1889.

DEAR SIR,—In reply to your letter of the 13th inst., I have to say that I think Plantagenet the most eligible place for the proposed Training School. The following are some of the reasons for my thinking so :

1. As to centrality, there is little to choose between Curran and Plantagenet, both villages being in the Township of North Plantagenet, and the distance from one to the other being less than four miles; but Plantagenet is by that distance nearer to steamboat landing and railway station, and is on the main thoroughfare through the Counties, where that thoroughfare crosses the Nation river, and where we have the only bridge crossing that river in the County of Prescott. I may also say here, that the Vaudreuil R. R., if built, must cross the Nation, at or near Plantagenet.
2. The school population is larger at Plantagenet; the student teachers will thus have more opportunities for practice in teaching.
3. The accommodation is better at Plantagenet. At Curran there are but two rooms in the school-house; at Plantagenet there are three rooms at present used for school purposes, and the upper storey now used by the Township as a Town Hall, can be taken possession of by the Trustees at any time that it may be needed, on their paying the Township authorities what the latter have spent on the building.
4. The Plantagenet school can be made a Model one at once; all the instruction (except in the purely French subjects) can be given in English.
5. About one-fourth ( $\frac{1}{4}$ ) of the pupils at Plantagenet are the children of English speaking parents; the teachers-in-training would hear English read with the roper accent. At Curran there are no English speaking pupils, I believe; at most there p      ( ) Not be per cent. of English pupils.

Outside of the school-room, English is heard ten times in Plantagenet for once in Curran.

Your obedieut servant,

(Sg'd) W. J. SUMMERBY,  
I. P. S.

Hon. G. W. Ross,  
Minister of Education,  
Toronto.

TORONTO, 24th August, 1889.

MY DEAR SIR,—In conversation with Mr. Summerby who called at my office on his recent visit to Toronto, it was decided, subject to your approval, to hold a Teachers' Institute for the French-English department of the Counties of Prescott and Russell extending

over four days, beginning on the first of October. I asked Mr. Summerby to see you and to discuss the matter with you in order that your opinion might be got in regard to the whole question. If such an Institute is held, I would like very much if you would do your best with the teachers of whom you have charge to secure their presence as I am taking some pains to supply you with very valuable assistance.

Yours truly,

(Signed) GEO. W. ROSS.

O. DUFORT, Esq.,  
Inspector Public Schools, Curran.

TORONTO, 18th September, 1889.

MY DEAR SIR,—I hope you will be able to settle during the meeting of the Teachers' Institute in the first week in October upon the establishment of another County Model School. If you think Curran is a better place by all means let it be there. It will be necessary, however, to have the desired accommodation and before the school is permanently located the Trustees should be bound, if the room at present is insufficient to provide the accommodation in connection with the public school before next midsummer. Rooms might be temporarily found somewhere else. The financial aid would be as follows:—Grant from the Department for ordinary County Model School \$150.00. Grant from County Council \$150.00. Supplementary aid by the Government not to exceed \$600.00. These sums would pay and perhaps more than pay the salary of the Principal. I would also like you to agree upon regulations for the internal administration of the school, particularly the Principal's relation to the staff and his control over the school generally. This would likely be where friction would arise unless precaution were taken. It ought to be distinctly understood that the Government could not undertake any expenses in connection with the erection of rooms. I am very glad to see the energy with which you have thrown yourself into the proposed move for the improvement of the French teachers.

Yours truly,

(Signed) GEO. W. ROSS.

W. J. SUMMERBY, Esq.,  
Inspector Public Schools, Russell.

On the 31st day of August the following circular was sent to the teachers and trustees of the counties of Prescott and Russell:—

INSPECTORS' OFFICE, 31st August, 1889.

To the SECRETARY OF THE SCHOOL BOARD :

DEAR SIR—On consultation with the Education Department it has been decided to hold a convention of the teachers of every school in the Counties of Prescott and Russell in which French is taught at the village of Plantagenet, beginning on Tuesday, the 1st day of October, and extending over a period of four days. Although these conventions are usually limited to two or three days it is thought, under existing circumstances, the longer term would be more profitable. The Minister of Education has kindly placed at our disposal the services of Mr. Tilley, Inspector of Model Schools, Mr. Scott, B.A., the



Mathematical Master, and Mr. McGuirl, B.A., the drawing master of the Ottawa Normal School, who have already agreed to take up the subjects assigned to them on the programme enclosed, in addition to the work which we propose to undertake ourselves. It is of very great importance to the pupils attending the schools of the county that the teachers to whom they look for instruction should understand the best methods of teaching every subject in the course of study. We are most anxious therefore that every teacher should attend this convention, as it is not often that we can obtain such valuable assistance as has been secured in this case. We hope you will not only direct and encourage the teacher of your school to attend, but also where possible furnish him with conveyance to and from the meeting, or what would be even more gratifying to us, attend with him. Many matters of interest will come before the convention which we are quite sure will be profitable to trustees as well as teachers. As the Inspectors for the united counties we are most anxious that the schools under our charge should keep pace with the most advanced schools in the Province.

We have the honor to be, Sir, your obedient servants,

W. J. SUMMERBY, } Inspectors.  
O. DUFORT, }

### TEACHERS' INSTITUTE.

#### TO TEACHERS AND TRUSTEES:

We have been instructed by the Hon. the Minister of Education to hold a special Institute for the French teachers of the counties in the village of Plantagenet, beginning on Tuesday, the 1st of October, and lasting four days.

The principal part of the work will be done by Messrs. J. J. Tilley, Inspector of County Model Schools, and W. Scott, B. A., mathematical master in the Ottawa Normal School.

The object of this Institute is to give instruction in the best methods of teaching the different subjects on the Public School programme of studies, special attention being given to English. Lectures will also be given on School Organization and Management. The drawing master in the Ottawa Normal School will be present, and will give lectures on that subject.

As this Institute is held for the special benefit of the teachers in the French schools, most of whom have had no professional training, it is expected that all these teachers will be present.

Trustees are requested to assist teachers, where necessary, in getting to and from the Institute.

Trustees and all interested in education are cordially invited to attend.

Work will begin at 10 a. m. on Tuesday, October 1st, and at 9 a. m. on the succeeding days, and the roll will be called at the beginning of each session.

W. J. SUMMERBY,  
Inspector of Schools.

O. DUFORT,  
Assistant Inspector.

## PROGRAMME.

*Tuesday, 1st October.*

10—11 a. m. ....	Opening Addresses.....	
11—12. ....	English Lessons for French Pupils....	J. J. Tilley.
2—2.40 p. m. ....	Method : How we learn.....	W. Scott, B. A.
2.40—3.20.....	Drawing for 1st and 2nd Forms.....	T. McGuirl, B. A.
3.40—4.20.....	English Lessons for French pupils....	J. J. Tilley.
4.20—5.....	How to teach number.....	W. Scott, B. A.

*Wednesday, 2nd October.*

9—9.40 a. m. ....	The Simple Rules in Arithmetic.....	W. Scott, B. A.
9.40—10.20.....	Drawing for 3rd and 4th Forms.....	T. McGuirl, B. A.
10.40—11.20.....	Geography for Juniors.....	J. J. Tilley.
11.20—12.....	Application of the Simple Rules.....	W. Scott, B. A.
2—2.40 p. m. ....	Notation.....	J. J. Tilley.
2.40—3.20.....	Junior French Reading.....	O. Dufort.
3.40—4.20.....	Discipline.....	W. J. Summerby.
4.20—5.....	Geography for Seniors.....	J. J. Tilley.

*Thursday, 3rd October.*

9—9.40 a. m. ....	Reading 1st Form.....	J. J. Tilley.
9.40—10.20.....	Senior French Reading.....	O. Dufort.
10.40—11.20.....	Desk Work for Little Ones.....	W. J. Summerby.
11.20—12.....	Reading 2d Form.....	J. J. Tilley.
2—2.40 p. m. ....	Fractions.....	J. J. Tilley.
2.40—3.20.....	French Composition.....	O. Dufort.
3.40—4.20.....	Desk Work for Seniors.....	W. J. Summerby.
4.20—5.....	Grammar for Junior Pupils.....	J. J. Tilley.

*Friday, 4th October.*

9—9.40 a. m. ....	School Management.....	J. J. Tilley.
9.40—10.20.....	Registers and Reports, School Premises.	O. Dufort.
10.40—11.20.....	Writing.....	W. J. Summerby.
11.20—12.....	Grammar for Seniors.....	J. J. Tilley.
2—3 p. m. ....	Reading for Seniors.....	J. J. Tilley.
3—4.....	Closing Addresses.....	

RUSSELL, 7th Oct. 1889.

DEAR SIR,—On the 4th instant our Board of Examiners met at Plantagenet and passed a resolution establishing the French Model School at that village, if the Trustees accept it on the following conditions :—

1. That the school be in operation for the training of teachers during the whole year.
2. That the school be free to the atudents in training for at least three years from the establishment thereof.
3. That the room for Model School purposes be at least 24 x 30, be properly furnished, and be attached to the Public School building.

4. That the Board of Trustees appoint a principal, subject to the approval of the Minister of Education ; that all the assistants be qualified to teach in Ontario, and that one of them at least to be a Normal trained teacher, holding at least a Second-Class Certificate.

5. That the Model School Master be principal of the Public School as is now provided for by the regulations governing County Model Schools.

6. That the Board of Trustees provide the required accommodation and have the school ready to go into operation on the 1st of January, 1890.

Your Obedient Servant,

(Signed) W. J. SUMMERBY.  
Inspector Public Schools.

Hon. G. W. Ross,  
Minister of Education,  
Toronto.

At a Special Institute for the French teachers of the United Counties of Prescott and Russell, held in the Village of Plantagenet during the first four days of October, 1889, and at which forty-eight teachers were present, the following resolution was passed unanimously :—

“ Moved by T. Stuart, seconded by L. Parent, that the following resolution, drafted by the Committee, be adopted, and that a copy of it be sent to the Hon. Mr. Ross, Minister of Education :

“ *Resolved*, That the thanks of the teachers present are due to and are tendered to Messrs. Tilley, Scott, McGuirl and our Inspectors, Messrs. Summerby and Dufort, for the thoroughly practical course of lectures that they have delivered during the past few days, and we desire to convey to the Hon. Mr. Ross our appreciation of the interest that he is taking in the educational affairs of these counties :

“ 1. In appointing a commission of enquiry that the people in Ontario might have an authoritative exposition of the true state of affairs in our schools ;

“ 2. In affording such valuable aid at this Institute for French teachers ;

“ 3. In taking measures for the establishment of a training school wherein our teachers may obtain a professional education similar to that given to the other teachers of the province. We also desire to assure the Hon. Minister that he shall have our hearty co-operation in his efforts to improve the standing of our schools, and especially that we shall endeavor to carry out the regulations relating to the more efficient teaching of the English language in our schools.

“ J. BELANGER,  
“ Secretary.

“ Plantagenet, October 4th, 1889.”

On the 18th day of October the Trustees of the Plantagenet Public School accepted the training school in the following terms :—

PLANTAGENET, October 18th, 1889.

W. J. SUMMERBY, Esq.,  
Public School Inspector,  
Prescott and Russell.

DEAR SIR,—We, the undersigned Trustees of Public School Section No. 6, Township of North Plantagenet, do hereby agree to comply with the conditions mentioned in your communication to us of the 4th October inst., in regard to the establishment of a Model School for the training of school teachers in the English and French languages.



We will, however, have to make use of the town hall until such time next spring as a suitable building can be erected.

We are, dear sir,  
Your obedient servants,

(Signed)	P. J. POTTS,	} Trustees.
(Signed)	H. MARANDA,	
(Signed)	HY. SMITH, Secretary.	

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CURRAN, 18th October, 1889.

The Honourable  
The MINISTER OF EDUCATION,  
Toronto.

SIR,—I beg to tender you my sincere thanks for the Convention of the French teachers held in Plantagenet on the first day of the present month.

Though the weather was unfavorable, forty-eight attended, and were very assiduous in taking notes on all the subjects. They were highly pleased and felt well repaid for their little trouble. There is every prospect of a good attendance at the Model School when it opens.

Please excuse me for delaying so long ; I was absent most of the time.

I have, etc.,

O. DUFORT,  
Assistant I. P. S.

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## II.—TEXT-BOOKS IN FRENCH AND GERMAN SCHOOLS.

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CLEARVILLE, 25th September, 1856.

REV. SIR,—In the Townships of Dover East and West are two French schools, which use a series of French books, recommended by the Archbishop of Paris and other French dignitaries of the Church of Rome, and which are exclusively devoted to the teaching of the peculiar dogmas of that church. I write you to know whether any common school can be made sectarian when all the inhabitants of the section are agreed to its being such? Also, when it is necessary to use books in the French language, what series of books would you recommend?

I have, etc.,

D. MILLS,  
Local Supt. Co. of Kent.

REV. E. RYERSON, D.D.,  
Chief Superintendent,  
Toronto.

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8TH OCTOBER, 1856.

SIR,—I have the honor to state in reply to your letter of the 25th ult. that as there is no list of books prescribed or recommended for French schools, and as it may be presumed that the pupils attending them are for the most part or altogether Roman Catholics, I do not see that we can do anything in regard to the kind of books which are used in the few schools of French people in Upper Canada.

I have, etc.

E. RYERSON.

DAVID MILLS, Esq.,  
Supt. Co. of Kent,  
Clearville.

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1866.

WOODSLEE POST OFFICE,  
24th July, 1866.

TO THE CHIEF SUPERINTENDENT OF EDUCATION,  
Toronto.

SIR,—Complaint having been made that union schools, section 5 and 6 and 1 and 1, Rochester and Maidstone, are not conducted according to law, I find on enquiry that the charges against 5 and 6 are :

*First charge.*—That the teacher's pronunciation of the English language is imperfect, he being a Frenchman. I notified him to attend the Board of Public Examination, which he did, and notwithstanding the Board being satisfied that his pronunciation was bad, they gave him a second class certificate.

*Second charge.*—That unauthorized books are used in the school, a list of which I send herewith.

*Third charge.*—That the trustees are wholly in the power of the priest, who refuses to give them a deed of school ground and threatens to close the house unless they do as he says.

The charges against No. 1 and 1 are :

*First charge.*—That unauthorized books are used, a list of which I also forward. After notifying the trustees respecting such, the priest called a meeting, the result of which was that authorized books were altogether Protestant, and consequently would be injurious to their religion, therefore resolved that as they have gained their independence as Frenchmen they would use such books as they thought fit.

*Second charge.*—That the school is not kept open as often as it ought, in consequence of holy days connected with the services of the church (104 days was the number for last six months) by which means the school is deprived of its right apportionment of school money.

*Third charge.*—Same as in 5 and 6, the school ground being church property.

I beg to say that there is no complaint against the Roman Catholic Separate School No. 3 Section, said school is now closed for the year.

I have, etc.,

(Signed) W. S. LINDSAY,  
Local Supt. Maidstone.

List of all books now used in my school, Section No. 5 and 6 :

*English Books :*

National books, First book of lessons.

Second do

Third do

Fourth do

Fifth do

Lennie's English Grammar.

Hodgin's Geography and History of the British Colonies.

Sangster's First National Arithmetic.

*French Books :*

Morale en action.

Histoire Sainte du Canada et de la France.

Manuscrit-Lectures instructives sur diverses inventions et decouvertes, etc.

Manuscrit-Lectures instructives et amusantes sur diverses inventions, decouvertes, etc., etc.

La Morale en Action ou Choix de Faits Mémorables et D'anecdotes instructives.

Abrégé l'histoire Sainte, de l'histoire de France, et de l'histoire du Canada.

We only use these three French books in our school section, No. 5 and 6.

(Signed) H. BEUGLET,  
Teacher.

P.S.—I never taught Catechism in my school during school time.



List of English books used in my school the last six months :

Third Book, Christian Brothers.  
 Second Book.  
 Lovell's Geography.  
 Lennie's & Murray's Grammar.  
 Spelling Assistant.  
 Lovell's Arithmetic.

I have now Fifth and Fourth Book as you ordered me to have, and have put aside the Third Book, Christian Brothers.

*List of French Books :*

Third Book—Christian duty.  
 French Grammar.  
 History of Canada, of France, and Holy History.  
 First Reading Book.  
 Arithmetic as in English.

(Signed) AGNES PRIMEAU,  
 Teacher,  
 Section No. 1, Maidstone.

EDUCATION OFFICE,  
 TORONTO, 2nd August, 1866.

SIR,—I have the honor to acknowledge the receipt of your letter of the 24th ult., and to suggest in reply, that you had better examine each of the text-books used in the schools to which you refer, and if you find anything objectionable in them, please report it to this Department.

You should also enquire into the truth of the third charge against the two schools. In regard to the observing of holy days not authorized by law or the regulations, no exception can be made in favor of any school doing so.

I have, etc.,

(Signed) J. GEO. HODGINS,  
 Deputy Supt. of Education.

W. S. LINDSAY, Esq.,  
 Supt. Maidstone,  
 Woodslee.

WOODSLEE, 1st Oct., 1866.

To the CHIEF SUPERINTENDENT OF EDUCATION,  
 Toronto :

SIR,—Per this mail I send a copy of First Book used in School Sections 5 and 6, Rochester and Maidstone, and in 1 and 1 Maidstone and Rochester, and which has been reported to the Department in my letter of the 24th July last.

As regards either sections not having a deed for their school house, I am perfectly satisfied both houses are on the Roman Catholic Church property, and no deed will be given.

I am, etc.,

(Signed) WM. S. LINDSAY,  
 L. I.

EDUCATION OFFICE,  
TORONTO, Oct. 13th, 1866.

SIR,—I have the honor to state in reply to your letter of the 1st inst., that the regulations expressly forbid any denominational religious instruction of any kind being given to pupils during school hours. See the regulations (2 and 4) on this subject in School Manual, pp. 129, 130.\*

If the parties to whom you refer in School Sections 5 and 6, Rochester and Maidstone, and 1 and 1 Maidstone and Rochester, wish to give their denominational instruction during school hours, they must form Separate Schools as the law provides; but a Common School cannot be conducted as a Roman Catholic Separate School. It is at variance with the principle of the School Law, as also with the general law of the land in Upper Canada, that the religious instruction of any denomination should be provided for by public tax. If, therefore, the trustees of the schools to whom you refer, persist in violating the law in the manner of conducting their schools it will be your duty to withhold the payment of any part of the school fund in aid of their schools.

If they, under clerical or any other advice, claim as a natural right to have such kind of religious instruction and exercises in their school as they like, and which the law does not provide for, it will be your legal right and duty to let them support the school themselves without any aid from the School Fund.

I have, etc.,

(Signed) E. RYERSON,  
Chief Supt. of Education.

WM. S. LINDSAY, Esq.,  
Supt. Schools,  
Re Rochester and Maidstone,  
Woodslee.

\* 2. *Religious and Moral Instruction,*

As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. The Upper Canada Consolidated Common School Act, sec. 129, securing individual rights, as well as recognizing Christianity, provides that in any Model or Common School established under this Act, "No person shall require any pupil in any such school to read or study in or from any religious book, "or to join in any exercise of devotion or religion, objected to by his or her parents or guardians; but "within this limitation pupils shall be allowed to receive such religious instruction as their parents or "guardians desire, according to any general regulations provided for the government of Common Schools. Page 111.

In the section of the Act thus quoted the principle of religious instruction in the schools is recognized, the restrictions with which it is to be given are stated, and the exclusive right of each parent and guardian on the subject is secured.

The Common school being a day and not a boarding school, rules arising from domestic relations and duties are not required, and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

4. *Weekly Religious Instruction by the Clergy of each Persuasion:*

Minute adopted by the Council of Public Instruction, 22nd April, 1857.

That in order to correct misapprehensions and define more clearly the rights and duties of trustees and other parties in regard to religious instruction in connection with the Common Schools, it is decided by the Council of Public Instruction that the clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church in each Common School house at least once a week, after the hour of four o'clock in the afternoon; and if the clergy of more than one persuasion apply to give religious instruction in the same school house, the trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each persuasion, at the time above stated. But it shall be lawful for the trustees and clergyman of any denomination to agree upon any hour of the day at which such clergyman or his authorized representative may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.

WOODSLEE, 13th Nov., 1866.

The TRUSTEES OF SCHOOL SECTION No. 1 AND 1,  
Maidstone and Rochester :

GENTLEMEN,—It having been reported to the Chief Superintendent of Education that you permit unauthorized text-books to be used in your school, I have to inform you that I am authorized by him to withhold your part of the school fund unless you provide your school with such English and French text-books as are authorized by law.

I am further authorized to say that if you persist in using any other than authorized text-books you will have to form your section into a Separate School.

I am, etc.,

(Signed)

WM. S. LINDSAY,  
Local Supt. Maidstone.

—————  
DIOCESE OF SANDWICH, C.W.,  
SANDWICH, C.W., Dec. 21st, 1866.

Mr. HODGINS,  
Deputy Superintendent.

DEAR SIR,—I write to you in relation to the School Section No. 1 and 1 Maidstone and Rochester. If I have been correctly informed by the Rev. M. Johan, R. C. Priest, of Belle River, the Local Superintendent must have been led into error by some ill-disposed person.

The school above mentioned, as you are aware, is a Common School, no one of those concerned asking to join their section into a Separate School. The people of the place and children attending said school are all Roman Catholics; the trustees likewise are Catholics. Parents and children are all French Canadians. The text books used in the school are French, and of those approved by the Board of Education of Lower Canada, the only exception is the book styled *Devoirs du Chretien*. The difficulty, if there is any, arises, as it is supposed, from an individual who has occasionally visited the school, assuming dictatorial power, and otherwise behaving himself in an uncouth manner. He was, I believe, ordered out of the school, hence the discontent of the individual, who, as I have been informed, has no children to send to school—not even any legal right to visit it.

If the Local Superintendent will but take the trouble to ascertain by himself the feelings of parents and trustees he will easily convince himself that there is no discontent on the part of those concerned, and that every one is satisfied with the mode of teaching and the books used in the school above mentioned.

I hope, dear sir, the ill-grounded information conveyed to the Department of Education will not cause it to withhold from our poor people of Maidstone and Rochester Township their part of the School Fund. Enclosed you will find the letter of Mr. Lindsay, Local Superintendent. If you deem it proper please send it back when convenient to you.

I have, etc.,

(Signed) J. M. BRUYERE, V.-G.



WOODSLEE P.O., 2nd January, 1867.

SIR,—Respectfully forwarded, and beg to say that I see no impropriety in the using of the books in question. If French and English Protestant children attended the school then a very grave complaint might be made, but as none such attend I can only look on it as a violation of the Common School Act, which is a question for the Department to judge.

I cannot endorse the R. C. Bishop's opinion as regards the complainant having no right to visit the school. He pays taxes toward its support, consequently has a right to visit, and complain if said school is not conducted according to law, therefore I considered it my duty to receive his complaint, and forward the same to you.

I have waited on the trustees, who persist in using the books in question.

I have, etc.,

(Signed) W. S. LINDSAY,  
Local Superintendent of Maidstone.

To the  
Chief Superintendent of Education,  
Toronto.

[No. 53V2.]

EDUCATION OFFICE,  
TORONTO, 5th January, 1867.

SIR,—I have the honor to state in further reference to your letter of 21st ult. that, having received a report thereon from the Local Superintendent of the Township, I send a copy of it herewith.

I also send herewith the copy of a letter from the Chief Superintendent to the Local Superintendent in reference to the same case, dated Oct. 13th, 1866.

The views expressed in the Local Superintendent's letter of the 2nd inst. are concurred in by this Department as a temporary arrangement; but should any of the English-speaking Protestant ratepayers send their children to the school, and make any objections to it, the instructions contained in the Chief Superintendent's letter must be carried out.

I have, etc.,

(Signed) J. GEO. HODGINS,  
Deputy Superintendent of Education.

The Very Revd.

J. M. BRUYERE, V.-G.,  
Sandwich.

1868.

On the 20th of April, 1868, Rev. John McCaul, Chairman, *pro tem.*; the Chief Superintendent of Education, the Very Rev. Henry James Grasett, B.D., the Rev. John Barclay, D.D., the Rev. Wm. Ormiston, D.D., being present, the following text-books were authorized for French Schools:—

- “Cours d'Arithmétique Commerciale.”
- “Abrégé de la Géographie Moderne.”
- “La Géographie Moderne.”
- “Grammaire partique de la Langue Anglaise.”
- “Traité Élémentaire d'Arithmétique.”
- “Le Premier Livre de l'Enfance.”
- “Cours de Versions Anglaises.”
- “Grammaire Française Élémentaire.”
- “Traité de Calcul Mental.

1868.

*French Prize Books in the Departmental Depository.*

EDUCATION DEPARTMENT,  
TORONTO, 18th December, 1878.

SIR,—I have the honor to state that, as reported by the Depository Cashier, no catalogues of authorized French books have been issued.

The Department keeps on hand an assortment of French books suitable for prizes in French schools, and a selection can be made at any time by officers of the Department, and sent subject to the approval of the trustees.

I have, etc.,

J. GEO. HODGINS,  
Deputy Minister of Education.

Mr. W. E. HAYES,  
S. S. Hawkesbury, Hawkesbury Mills.

L'ORIGINAL, November 18th, 1875.

J. G. HODGINS, LL.D.

DEAR SIR,—There are from ten to fifteen French schools in my District in which the trustees and teachers would prefer having French maps. I suppose you do not keep any such in hand, but if not, could not some arrangement be made with some firm in Montreal or Quebec to supply such maps on requisition of trustees on same terms as from Depository at Toronto, the same as for prize books, etc.

If something could be done it would be a boon to the sections in question, as many of them are very poor.

There are also a number of French schools in the Townships of South and North Plantagenet, and also in the County of Russell, in all probability between thirty and forty.

If the matter cannot be conveniently arranged, I will have the trustees purchase English maps, as I consider them to be much better adapted to public school purposes, the French maps being mostly small and too closely printed, making them almost illegible.

I have the honor to be  
Your obedient servant,

T. O. STEELE,  
Inspector Public Schools.

November 26th, 1875.

SIR,—I have the honor to state, in reply to your letter of the 18th instant, that, as reported by the Clerk of Libraries, we can supply the maps printed in French mentioned on enclosed list.

We can also supply Roman Catholic and some Protestant books in the French language suitable for prizes and libraries.

Do you know of any French maps published in Canada and suitable for schools? If so, please inform the Department of them.

I have the honor to be,  
Sir,  
Your obedient servant,

J. GEO. HODGINS,  
Deputy Supt. of Education.

T. O. STEELE, Esq.,  
School Inspector, Co. Prescott,  
L'Original.

1879.

In 1879 the Education Department adopted the following minute :—

“In Public Schools where there are both Protestant and Roman Catholic French scholars, the books sanctioned by the Protestant and Roman Catholic Committees of the Council of Public Instruction for Quebec may be used, as follows” :—

NOTE.—E. means suitable for *Elementary Schools*. M. means for *Model or more advanced schools*. A. means for *Academic or superior schools*.

Arithmétique de Bouthillier. Publie par MM. Cremazie. E.

Cours d'Arithmétique Commerciale. Imprime chez Eusèbe Senecal. Montreal, 1863. M.

Cours de Tenue des livres, en partie double et en partie simple. Imprime chez Eusèbe Senecal. Montreal, 1861. M.

Abrégé de la Géographie Moderne. Publie par la Societé d'Education de Quebec. E. La Géographie Moderne de M. Holmes. M.A.

Abrege de l'Histoire du Canada de M. F. X. Garneau. E. M.

Grammaire de Lhomond (Edition de Julien) et les Exercices sur la même. E.

La Serie des Coursade Grammaire de Julien et les Exercices sur Iceux. M.

Petit Traite de Grammaire Anglaise à l'usage des Ecoles primaires. Par Charles Gosselin, Quebec. E.

Manuel d'Anglais ; Grammaire et Thèmes. Par P. Sadler, Paris, 1829. E.

Manuel d'Anglais, thèmes et Syntax. Par le même, Paris, 1840. E.

Grammaire Pratique de la Langue Anglaise. Par le même, Paris, 1848. M.A.

Cours de versions Anglaises. Par le même. M.A.

Manuel Classique de Conversations Françaises et Anglaises. Par le même. M.A.

Nouveau Dictionnaire. Portatif Anglais-Français et Français-Anglais. Par le même. M.A.

Precis Elementaire d'Histoire Naturelle. Par Zeller. Paris, 1858. M.A.

Traite d'Agriculture Pratique. Par J. F. Perrault, Montreal, 1858. E.M.

Dictionnaire Classique de Benard. Edition de 1863, Paris.

Responses aux Programmes de Pedagogie et d'Agriculture. Par M. l'Abbe Langevin. Second edition.

Grammaire Française elementaire. Par F. P. B. E.

Traite de Calcul mental. Par F. E. Juneau. E.M.

Traite elementaire d'Arithmetique. Par F. X. Toussaint. E.M.

Tenue des livres, en partie double et en partie simple. Par Napoleon Lacasse. E.M.

La Grammaire Complète de Poitevin. M.A.

Traite d'Analogie Grammaticale. By the same. M.A.

Traite d'Analyse Logique. By same. M.A.

Cours Complet de Dictées. By same. M.A.

Le Premier Livre de l'Enfance. By the same. E.

La Grammaire du Premier Age. By same. E.

La Grammaire Elementaire. By the same. E.

Manuel d'Anglais, Sixième partie : Leçons de Literature Anglaise. Par P. Sadler, Paris, 1841.

Manuel d'Anglaise, Cinquième partie : Leçons de Literature Anglaise. Par P. Sadler, Paris, 1841.

Manuel d'Anglais, Deuxième partie : Versions et Dialogues. Par P. Sadler. Nouvelle edition. Paris, 1857.

Exercices Anglaises, on Cours de Themes gradues. Par P. Sadler. Douzieme edition. Paris, 1857.

Nouvelle Methode pour apprendre à bien lire. Par J. E. Juneau.

Grammaire Française. By F. P. B. E.

Lectures Instructives et Amusantes, en manuscrit. By F. P. B. E.

Traite de Calcul mental. By F. E. Juneau. E.M.

Syllabaire for Elementary Schools only. By Messrs Juneau and Lacasse. Quebec, 1868. E.



- Traite de Chimie Agricole. By Dr. Larue. Quebec, 1868. E.M.  
 Traite d'Analyse Grammaticale. By M. Napoleon Lacasse. Quebec, 1867. E.M.  
 Grammaire de Bonneau et Lucat, revised by M. Michaud. E.M.  
 Traite de l'Art epistolaire. Sorrel. E.M.  
 Abrege de la Grammaire Française, tenth edition. By C. J. L. Lafrance. Quebec, 1867. E.M.  
 Traite elementaire d'Arithmetique. By L. H. Bellerose. Montreal, 1867. E.M.  
 Nouveau cours de Langue Anglaise on the plan of Ollendorf. Beauchemin and Valois. Montreal, 1868. E.M.  
 Elements de Botanique et de Physiologie vegetale, suivin d'une petite flore simple et facile de la Province de Quebec. Par M. l'Abbe Ovide Brunet. E.M.A.  
 Histoire du Canada à l'usage des maisons d'education. Par le Rev. C. H. Laverdiere, A.M. E.M.A.

1884.

CURRAN, Sept. 26th, 1884.

The Honourable

THE MINISTER OF EDUCATION, Toronto.

SIR,—I beg to inform you that in all the French schools under my supervision there is a too great diversity of books in use, which is much to the disadvantage of the teachers, and to the prejudice of the schools.

Parties who keep a supply of books have frequently complained to me of the inconvenience, for school sections have to change their series according to the teacher's wishes.

At a convention of the French teachers of Prescott and Russell, a series was recommended as authorized text-books for the French Schools of Ontario. I, therefore, pray that your Honour will take the matter into consideration, being well aware that an authorized series will supply a want long felt.

I am, sir, etc.,

O. DUFORT,  
 Assistant P. S. I.

Alphabet Phonétique Méthode de Lecture et de Prononciation par Montpetit and Marquette.

Premiere livre de Lecture, par Montpetit and Marquette.

Deuxieme " " " "

Froisieme " " " "

Quatrieme " " " "

Cinquieme " " " "

Cours de Lecture a'Haute Vrix par Cabbé P Lagacé, Arithmetique Commerciale par les Frères des Eales Chretiennes.

Cours Elementaire de Langue Francaise, Frères des Ecoles Chretiennes.

" Moyen " " " "

" Supérieur " " " "

Geographie, Illustrie Primaire " " "

" " Intermediaire " " "

Livre d'Epellation " " "

Histoire du Canada, " " "

Histoire d'Angleterre, " " "

Algebre, " " "

Geometrie, " " "

Dessin Linéaire, " " "

Methode Pratique and Raisonnée de style et de Composition, par E. Robert.

Dictionnaire Classique Universel, Par Ph. Bénard.

Humbly submitted,

O. DUFORT,  
 Assistant P. S. I.

TORONTO, 15th Dec. 1884.

SIR,—I am directed by the Honourable the Minister of Education to transmit for your opinion, a letter from Mr. Dufort, Assistant Inspector, Prescott and Russell, with list of books proposed for French schools.

The Minister will be obliged if you will send him your views on the subject.

I have, etc.,

ALEX. MARLING,  
Secretary.

T. GIRARDOT, Esq., Sandwich,  
School Inspector No. 1, Essex.

SANDWICH, ONT., January 3rd, 1885.

ALEX. MARLING, Esq.,  
Secretary Education Department, Toronto.

DEAR SIR,—In reply to yours No. 9365 M, enclosing list of French school books, recommended by Mr. Dufort, I have the honour to state that I would much approve the authorization of these books in addition to the list authorized for our French schools. These books are just what are needed, and are suitable for mixed schools.

I have, etc.,

THE. GIRARDOT,  
I. P. S. No. 1, Essex.

TORONTO, 7th January, 1885.

DEAR SIR,—I am desired by the Minister, to inform you that he has had under consideration the list of books recommended by you on 5th December, and would be further obliged by your causing specimens of them to be sent here.

The publishers will probably send a set for examination without charge.

I have, etc.,

ALEX. MARLING,  
Secretary.

CURRAN, 5th March, 1885.

Mr. A. MARLING,  
Secretary Education Department.

DEAR SIR,—You will soon receive the books which I recommended to the Minister with the view of having them authorized for the French schools.

At a convention of the French teachers held last week, the 27th February, the merits of the "Cours Elementaire and Moyen de Langue Francaise" were discussed, and it was found too difficult, therefore I substituted a grammar by E. Robert, which was approved by all the teachers present.

I have also added to the list the following: Methodè de Langue Anglaise, by E. Robert, Cours abrege de calcul mental, by E. Robert.

Yours, etc.,

O. DUFORT,  
Assistant Inspector.

CURRAN, July 20th, 1885.

The Honourable  
THE MINISTER OF EDUCATION.

SIR,—In March last I wrote to you asking that one series of books be authorized for the French schools; and I also got the books sent to you for consideration. I, at the same time, notified the Secretary of Education of the books being sent, and there it

remained ever since. I wish that you would consider the propriety of my demand, and give me an answer. All the teachers, and merchants supplying books to our schools, share my views. It is very annoying and inconvenient for me to find one set of books in one school and another set in the next. Please lend your attention to this request and oblige.

Yours truly,

O. DUFORT,  
Assistant Public School Inspector.

TORONTO, 29th July, 1885.

DEAR SIR,—In reply to your enquiry the Minister desires me to state that he duly received the books you were kind enough to send, and which are receiving his consideration.

Of those mentioned in your list of 5th December, the following did not reach the Department. Were they sent?

Livre d'Epellation.  
Histoire d'Angleterre.  
Algebre.  
Dessin Lineaire.

Yours, etc.,

ALEX. MARLING,  
Secretary.

O. DUFORT, Esq.,  
Assistant P. S. I., Prescott and Russell, Curran.

CURRAN, 19th August, 1885.

DEAR SIR,—In reply to your letter of the 29th July, No. 7,415, I beg to state that the Livre d'Epellation, Histoire d'Angleterre, Algebre, are by the Christian Brothers; Dessin Lineaire by Walter Smith. I got the French teachers to use a small history of England, published by Moir, and they translate it for their pupils.

Yours, etc.,

O. DUFORT,  
Assistant I. P. S.

Mr. A. MARLING,  
Secretary, Toronto.

CURRAN, 2nd February, 1886.

The Honourable  
THE MINISTER OF EDUCATION,  
Toronto.

SIR,—It is now more than a year ago since I applied to you to have a series of books authorized for the French schools of this Province, the books recommended having been sent in the meantime, and it seems that you have not decided yet. You may object to the reading books, as they contain some of the tenets of the Roman Catholic religion, but your Honour will please remark that, of all those I have examined, they contain the least. Our teachers are at a loss to know which to use, and the result is that all kinds of books are to be found in our schools.

By taking at once the matter into consideration, you will oblige,

Yours, etc.,

O. DUFORT,  
Assistant I. P. S.



TORONTO, 6th February, 1886.

DEAR SIR,—With reference to the subject of your enquiry, the Minister sends herewith a copy of the new edition of the school regulations, and on page 81 will be found a list of French books, which he has approved for use, and which he hopes will be satisfactory to you. [See *ante* page 28.]

Yours, etc.,

ALEX. MARLING,  
Secretary.

O. DUFORT, Esq.,  
Assistant P. S. I., Prescott and Russell, Curran.

TORONTO, 5th July, 1887.

MY DEAR SIR,—I would like to revise the list of the authorised books for use in those Public Schools where both French and English are taught. You are aware that the only authorized books in such schools now are, in English, the authorized English books; in French, the books accepted by the Protestant and Roman Catholic sections of the Council of Public Instruction of Quebec. As these lists are very old, and as it is desirable to keep up with the improvements that have been made since 1868, I would like to get such suggestions in regard to books in the French language in the subjects of the Public School curriculum as you might think would be useful.

Yours truly,

GEO. W. ROSS.

THEO. GIRARDOT, Esq., I. P. S.,  
Sandwich, Ont.

Similar letters were sent to Inspectors Dufort and Summerby.

INSPECTOR'S OFFICE,  
SANDWICH, July 23rd, 1887.

To the Hon. G. W. Ross,  
Minister of Education.

HONORABLE SIR,—In reply to your letter of the 5th inst, I have the honor to submit the following to your consideration:—

1st. Looking over the list of French books in use in Ontario mixed schools I find there are too many, for I think that by limiting the number and choosing good books it will be better.

2nd. My reasons are that in all French schools, English being taught (I speak for Essex), all English text-books authorized for our Public Schools are used, consequently we do not need such a large number of French books; the most important are the French Reader and other works regarding the language.

As the best French Readers, and I must say the only one that I know of, are the series of Montpetit, I advise that they be authorized. Although there may be a couple of *leçons* objected to by Protestants, however, I must say that I see nothing in those lessons

which can hurt their feelings any more than some passages of the English text-books could hurt the feelings of the Catholics. I must confess to you that, having no other French Readers of any account, the Montpetits have been in use in our schools for quite a number of years, where the French pupils are in great majority, and I never heard any complaint from Protestants. The other books in the list below being either literary or scientific, there is nothing in them which can be objected to in regard to sectarianism.

Hoping you will pardon the delay in answering your letter.

I have the honor to be,  
Sir,  
Your obedient servant,

THEODULE GIRARDOT.

List of books which, in my humble opinion, should be authorized in French Schools in Ontario :—

Alphabet Phonétique Methode de Lecture et de Prononciation. Par Montpetit & Marquette.  
Premier livre de Lecture. Par Montpetit & Marquette.  
2ème livre de Lecture. " "  
3ème livre de Lecture. " "  
4ème livre de Lecture. " "  
5ème livre de Lecture. " "  
Cours de Lecture a haute voix. Par l'Abbe P. Lagaci.  
Arithmétique Commerciale. Par les pères des Ecoles Chrétiennes.  
Cours Elémentaire de langue Française. Par les pères des Ecoles Chrétiennes.  
" Moyer " " " "  
" Supérieur " " " "  
Géographie Illustrée Primaire. Par les pères des Ecoles Chrétiennes.  
" Intermediaire. " " "  
Histoire du Canada " " "  
Histoire d'Angleterre " " "  
Algebre Intermediaire. Par les pères des Ecoles Chrétiennes.  
Geometrie " " "  
Dessin Lincaire Intermediaire. Par les pères des Ecoles Chrétiennes.  
Methode pratique et raisonnée de style et de Composition. Par E. Robart.  
Dictionnaire Classique Universel. Par Th. Benard.  
Grammaire Française elementaire. Par F. P. B.  
Exercise " " "  
Nouve du Cours de langue Anglaise selon la methode d'Ollendorf.  
Grammaire Française de Bonneault Lucon.  
Exercise " " "  
Dictionnaire Anglaise et Français et Française Anglais. Par Surenne.

J. B. Rolland et fils libraries à Montreal enverront une copie des ouvrages mentionné ci dessus à Monsieur le Ministre en lui en faisant la demande.

SCHOOL INSPECTOR'S OFFICE,  
RUSSELL, 14th July, 1887.

DEAR SIR,—I have the honor to acknowledge the receipt of your letter of the 5th inst., respecting text books for the use of Public Schools in which both English and French are taught.

In English there is no difficulty, as we simply use the authorized text-books. But I know of no suitable reading books in French, the Montpetit series recommended by Mr. Dufort and Mr. Girardot being, in my opinion, quite unsuitable for Public School use as regards both subject matter and gradation. If the probable demand would justify the expense, I think it would be well to have the Second and Third Books of the Ontario Readers translated into French. There would then have to be prepared new First Books in French, which should, of course, be adapted to the phonic method of teaching. It would be an easy matter to find a suitable book for advanced pupils to use, to complete the course in French reading and literature.

With reference to geography and history it seems to me that if the course laid down in English is followed, it will not be long before pupils, by the time they come to study these subjects from a book, will be able to use English text-books.

For drawing, the letter-press of the authorized series of the earlier numbers at least could be translated into French. In arithmetic and in French grammar and composition books to which no objection can be taken, will be found in the list recommended by the Department.

Your obedient servant,

W. J. SUMMERBY.

Hon. G. W. Ross,  
Minister of Education,  
Toronto.

TORONTO, 16th August, 1887.

MY DEAR SIR,—In considering the authorization of books in the French language for Public Schools where French is spoken, it appears to me, if I could secure a suitable series of French Readers, that it would fully meet the difficulties of the case. As I have thought it out, it appears to me in this way: the French-speaking children obtain all they require if they are taught to read French, and as much grammar and literature as might incidentally be taught from a French reading book. Geography, arithmetic, and history to English pupils might better be taught from the authorized text books. In the case of those who speak English, the authorized text-books meet all the necessities of the case. So the problem to be solved is limited to the consideration of the point already stated, namely, Would the preparation of a series of French Readers enable us to teach in the Public Schools as much French as our French-speaking people might require?

I hope I have made myself understood. Kindly let me know how this view of the case appears to your mind.

Yours truly,

GEO. W. ROSS.

W. J. SUMMERBY, Esq., I. P. S.,  
Russell, Ont.

A similar letter was addressed to O. Dufort, Esq., Asst. Inspector Public Schools, Curran, and to Theodule Girardot, Esq., I. P. S., Sandwich.

SCHOOL INSPECTOR'S OFFICE,  
RUSSELL, 19th August, 1887.

DEAR SIR,—In reply to your letter of the 16th inst., respecting the authorization of books in the French language, I have to say that I quite agree with you in the opinion that "if you could secure a suitable series of French Readers" it would fully meet the difficulties of the case.

Your obedient servant,

W. J. SUMMERBY.

Hon. G. W. Ross,  
Minister of Education,  
Toronto.



CURRAN, 3rd September, 1887.

SIR,—In answer to your letter of the 16th ultimo, I beg to say that the authorization of a suitable series of French Readers would be much appreciated, and undoubtedly would give general satisfaction. By the new series the pupils could be taught as much spelling, literature and composition as might be required, but I doubt if this would apply to grammar. I do not think that French pupils would be proficient enough in English by the time they would be required to make use of the text-book in geography, arithmetic, and history. You say, "Would the preparation of a series of French Readers enable us to teach in the Public Schools as much French as our French-speaking people might require?" That depends on the qualification you wish them to attain. If you mean that they should write and parse French properly, grammar should be learned and understood thoroughly. Therefore, my opinion is that it ought to be used as a special text-book.

I have the honor to be, Sir,  
Your obedient servant,

O. DUFORT,  
Asst. I. P. S.

The Hon. THE MINISTER OF EDUCATION,  
Toronto.

TORONTO, 4th Jan., 1888.

MY DEAR SIR,—Would you be good enough to send me a copy of the French Readers and also of any other books in the French language used in the schools in your Province. I am anxious to get such books in French as I could safely authorize for undenominational schools.

Yours truly,

GEO. W. ROSS.

WM. CROCKETT, Esq.,  
Superintendent of Education,  
Fredericton, N. B.

In response to this request Mr. Crockett transmitted to the Education Department a series of bi-lingual Readers used in the Province of New Brunswick, which were referred to the Central Committee of Examiners for report.

In April, 1889, the Committee reported as follows :

In accordance with your instructions I have carefully examined the Royal School Series of French and English Readers. They are, in my opinion, well adapted to serve as a medium of instructing French-speaking pupils in English.

(Signed)

J. E. HODGSON.  
(*Pro tem.*) Chairman C. C.

On the 22nd day of August, the Commission appointed to visit the French schools reported among other things in favor of a bi-lingual series of Readers for French schools.

On the 17th of October the following minute was adopted by the Education Department:—

The undersigned has the honour to submit for the approval of the Education Department the following recommendations:—

1. That all text-books in the French language authorized by the Council of Public Instruction in 1868, as well as those authorized by the Education Department in 1879, be removed from the list of authorized text-books on and after the 1st day of January, 1891.

2. Where the French language prevails, and the trustees, with the approval of the Inspector require French to be taught in addition to English, the authorized Readers to be used for this purpose shall be the series of readers published by Copp, Clark & Co., known as the French-English Readers, composed of the following books:

The First Reader, Part I.....	10c.
The First Reader, Part II.....	15c.
The Second Reader.....	25c.
The Third Reader.....	35c.

3. As there is no Fourth Reader belonging to this series the undersigned recommends that "Les Grandes Inventions Modernes" be authorized for pupils in the fourth and fifth forms, where the use of an advanced reader is considered desirable by the trustees and inspector.

4. That the authorized Grammar in every form in which the study of French Grammar and Composition is considered desirable by the trustees and the Inspector, shall be the text-book known as Robert's French Grammar.

The undersigned desires to observe for the information of the Department that the readers above recommended are authorized in the Provinces of New Brunswick, Nova Scotia, and Prince Edward Island for all schools in which the French language is taught to elementary classes.

Respectfully submitted,

(Signed)

GEO. W. ROSS,  
Minister of Education.

Education Department, Ontario,  
Toronto, Oct. 17th, 1889.

### III.—TEACHING OF ENGLISH.

1871.

L'ORIGINAL, 29th Nov., 1871.

REV. AND DEAR SIR,—May I be permitted to call your attention to the following facts:—

The French-speaking population of this School Section, No. 1, have been obliged, in the year 1867, to establish a Separate School *solely* for the purpose of having their language taught, the Common School Trustees having constantly neglected hiring some one able to teach it. Now, Rev. and Dear Sir, as the law stands, and considering:—

1st. That our Separate School, that is, our French-speaking pupils, comprise about one-half, or more, of those children of age to attend school, and considering:—

2nd. That the said French pupils cannot obtain any tuition unless they are taught in their own language, and considering:—

3rd. That our Separate School cannot be maintained, unless three or four of its supporters bear all the burden.

I think, Rev. Sir, that some means could be devised by which the Common School Trustees may be compelled to hire such teacher or teachers as will have the knowledge of the French.

By giving an answer, Rev. and Dear Sir, you will confer a very great favor on

Your very obedient Servant,

(Signed) A. BRUNET, P.P.,

One of the Supporters of the French School.

DR. RYERSON.

[No. 10852, L3.]

EDUCATION OFFICE,

TORONTO, 4th Dec., 1871.

SIR,—I have the honor to state, in reply to your letter of the 29th ultimo, that as the teaching of French or the employment of French Teachers in our Public Schools is merely permissive and not obligatory, this Department cannot interfere to compel the Trustees to do either. The simple way to meet the difficulty is to elect such trustees as will carry out the wishes of the ratepayers in this respect.

I have, etc.,

(Signed) J. GEORGE HODGINS,

Deputy Superintendent.

The Rev. A. BRUNET,  
L'Original.

1885.

The following Regulations were made by the Department and approved on August 25th, 1885:

#### *Programme of Studies.*

24. The programme of studies prescribed in Reg. 6 shall be followed by the teacher as far as the circumstances of his school permit. Any modifications deemed necessary should be made only with the concurrence of the Inspector and the trustees. In French and German schools the authorized Readers shall be used in addition to any text-books in either of the languages aforesaid.



In September the following instructions were sent to the teachers of French schools, Public and Separate :—

*"General Directions for Teachers of English and French Schools."*

"The following exercises are submitted for teachers in charge of English and French schools, as an outline of the course to be pursued in order to secure a better knowledge of the English language :—

COLLOQUIAL EXERCISES.—Names of things in the school-room, names of things in the street, names of things in a dwelling, names of articles of food, names of the parts of the body, etc. Such exercises may take the form of object lessons.

READING.—Class I. from Part I. Ontario Readers; Class II. from Part II. Ontario Readers; Class III. from Book II. Ontario Readers; Class IV. from Book III. Ontario Readers. Some lessons to be memorized in each class.

SPELLING.—Class I., copying on slate, lessons from board and reader; Class II., as for Class I., easy oral exercises and dictation; Class III., copying on slate or paper, dictation, oral exercises.

COMPOSITION.—Class III., as for Second Class; Class IV., reproduction of stories, description of pictures, of subjects treated of in object lessons, etc., letter writing.

GRAMMAR.—In Classes I. to IV. inclusive, the instruction should consist chiefly of a systematically arranged series of exercises, oral and written, in the correct use of language; the materials to be drawn from objects and reading lessons of the respective grades.

PRONUNCIATION.—To receive special attention in all grades.

TIME.—Classes I. and II., at least two hours a week; Classes III. and IV., at least four hours a week."

September, 1885.

TORONTO, 10th February, 1887.

MY DEAR SIR.—Would you be good enough at your earliest convenience to give me a statement showing : (1) The number of schools in your inspectoral division in which both French and English are taught. (2) The number in which English only is taught. (3) The number in which French only is taught. (4) The number of teachers, holding legal certificates not extended. (5) The number of teachers holding extended certificates. (6) The number of teachers unable to teach English, and (7) The number of teachers examined for district certificates in both English and French. It has been alleged that in the schools in which English is spoken, the authorized text-books are not used. Will you please furnish me with a statement shewing the text-books used in the English subjects, also the text-books used in the French subjects.

Yours truly,

G. W. ROSS.

W. J. SUMMERBY, Esq.,  
Inspector Public Schools, Russel.

P.S.—Please consult you colleague, Mr. Dufort, and let report be a joint report.

G. W. R.

RUSSELL, 23rd February, 1887.

To the Hon. G. W. Ross,  
Minister of Education, Toronto.

DEAR SIR,—I have the honour to submit the information asked for in your letter

of the 10th instant, together with such additional information as I think may be of service to you.

	Schools.	Depts.
1. Schools in this Inspectorate in which both French and English are taught .....	44	47
2. Schools in which English only is taught .....	61	71
3. Schools in which French only is taught .....	21	27
4. Classed as English schools (visited by Mr. S.) .....	..	79
5. Classed as French schools (visited by Mr. D.) .....	..	66
6. English teachers holding legal certificates not extended. (Second class, 15; third class, 23; district, 25; O.C.B., 1)	..	64
Note—twelve of our third class teachers have passed the second non-professional examination, and three of our teachers hold first-class non-professional certificates .....		
7. English teachers holding third class extensions .....		3
8. " " temporary certificates .....		5
9. English schools closed for the winter, 6; vacant, 1 .....		7
10. French teachers holding extensions .....		2
11. " " " District certificates (16 temporary) .....		59
12. French teachers holding other certificates (second class, 2; O. C. B., 1) .....		3
13. French schools closed .....		2
14. Teachers unable to teach English .....		6
15. Teachers examined for District certificates. (1885) ..		46
In both French and English (1886) .....		45
Note—Only those who took translation are put down here, a great number took English reading.		

#### *English Examinations passed by French Teachers.*

In 1885 there were 65 French candidates for District certificates. Of these 6 took English Grammar, 5 English Composition. 44 Translation, and 65 English reading.

In 1886 there were 59 French candidates; 4 took all the English subjects, 41 Translation, and 53 English reading.

In explanation of the seemingly large number of candidates it may be pointed out that Mr. White sends his French teachers to our examination, and we require many of our weaker candidates to come up each year.

#### *Unauthorized Text-books.*

The allegation that the authorized English text-books are not used is untrue. I have met with a few unauthorized primers in geography and history, but in every instance their use has been discontinued on its being pointed out to the teacher that they were not authorized. Mr. Dufort assures me that in the schools under his charge only the authorized text-books are used in the English subjects.

#### *Text-books used in English Schools.*

The following are the text books used in our schools:—

*Reading*.—Ontario Readers.

*Arithmetic*.—Kirkland & Scott, Smith & McMurchy, H. Smith.

*Geography*.—Campbell, Lovell's Intermediate, Calkin.

*Grammar*.—Swinton's Language Lessons, Mason.

*History*.—Collier, Thompson, Epoch Primer, Jeffers' Public School History of England and Canada. (None but the last now bought).

*Algebra*.—H. Smith, Todhunter.

*Euclid*.—H. Smith, Todhunter, Potts.

*Science*.—Authorized Primers.

*Drawing*.—Authorized books, Walter Smith's cards (a few).

*Text-books used in French Schools.*

*English Subjects and Drawing*.—Same as above.

*French Reading*.—Montpetit's series, Prof. Lagace's Treatise on Reading. A few schools use the Syllabaire des Ecoles Chertiennes.

*Arithmetic*.—Christian Brothers, Kirkland & Scott.

*Geography*.—Christian Brothers, Campbell.

*French Grammar*.—Robert (principally), Larousse, Christian Brothers.

*History*.—Toussaint's (Canada), Drioux's (England), Christian Brothers.

W. J. SUMMERBY,  
Inspector.

SCHOOL INSPECTOR'S OFFICE,  
RUSSELL, 25th June, 1887.

SIR,—It is our wish to give our French teachers definite instructions in reference to the teaching of English; but, in reading the "General Directions for Teachers of English and French Schools," dated September, 1885, I find that I am not quite certain whether it is intended that every child in school is to learn English during his whole school career, or whether he is first to learn the elements of French reading and not to take up the study of English until he is promoted from the A B C book to book No. 1 of the series in use in our schools. The doubt is as to which children come under the head of Class I. in the "General Directions."

In Hawkesbury Public School we have a whole department, some 60 or 70 pupils in the A B C book, or French primer. Are they to learn English while they are learning to read the primer in French, or are they to be given their English education when they are promoted from that room and begin to read the *premier livre*?

You will confer a favor by communicating to me the Minister's decision on this point.

Your obedient servant,

W. J. SUMMERBY,  
Inspector Public Schools.

The SECRETARY,  
Education Department, Toronto.

EDUCATION DEPARTMENT,  
TORONTO, 29th June, 1887.

DEAR SIR,—The Minister desires, before replying to your letter of the 25th inst. as to the time of taking up English in the French Public Schools, to be favored with the opinions of yourself and your colleague, Mr. Dufort, on the point as to what is desirable and in the best interests of the schools, so that the teaching of English may be introduced with the best effect.

Yours truly,

ALEX. MARLING,  
Secretary.

W. J. SUMMERBY, Esq.,  
School Inspector County Russell,  
Russell.



SCHOOL INSPECTOR'S OFFICE,  
RUSSELL, 14th July, 1887.

SIR,—In reply to your letter of the 29th ultimo, respecting the teaching of English in the French Public Schools, I have to say that I am quite satisfied with the course in English, drawn up by Mr. White; but to remove all doubts as to the point of time in the French child's school career at which the study of English is to begin, I would have it distinctly understood—

1st. That every child is to learn English during his whole school career;

2nd. That during the time in which the French pupil is learning to read the French primer, or A B C book, the instruction in English for him is to be entirely oral, and that he is to begin to *read* English when he is promoted to the next French reading book.

I may say, also, that after a conversation with Mr. Dufort on the subject, I find that he agrees with me.

Your obedient servant,

W. J. SUMMERBY,  
Inspector Public Schools.

The SECRETARY,  
Education Department, Toronto.

TORONTO, 30th August, 1887.

MY DEAR SIR,—I enclose you a petition from the Village of Hawkesbury, respecting the study of French and English in the Public School. The matter complained of is plainly stated, but before replying I would like to get a statement from you as to what official pressure has been brought to bear upon the Trustees, if any, or what you think is best to say to the petitioners under the circumstances.

. Yours truly,

(Signed) GEO. W. ROSS.

W. J. SUMMERBY, Esq.,  
Inspector Public Schools, Russell.

HAWKESBURY, ONT., Aug. 15th, 1887.

To the Honorable THE MINISTER OF EDUCATION FOR ONTARIO.

HONORABLE SIR,—Your humble petitioners have learned, with regret, that the regulations compelling the teaching of English in schools attended by French-speaking pupils are about to be enforced by the School Board at Hawkesbury.

The prayer of your humble petitioners consists in that, taking into consideration the peculiar composition of the schools of this village, you may find it possible to allow matters to continue as during last and previous ten or twelve years. In the Public Schools' departments of Hawkesbury Village there are six rooms taught by as many teachers. In three of these rooms English only is taught and in the other three French only.

Attending these rooms was an average of *three hundred and fifty* children, *one hundred and fifteen* in the English, and *two hundred and thirty-five* in the French rooms.

Now, in the opinion of your humble petitioners, an exception might be made in the case of this school, allowing matters to continue as heretofore, as we consider the mixed education will certainly be to the disadvantage of French-speaking children.

Will you, Honorable Sir, be pleased to take this matter into your favorable consideration; and, if at all possible, accord the prayer of your humble petitioners, and instruct the Board of Education for Hawkesbury Village accordingly; and your petitioners shall, as in duty bound, ever pray.

Felix Harbie, John Reeves, Ferdinand Rochon, Ferdinand Laliberté, Edouard Richer, Michel Lefebvre, Magloire Cantin, Joseph Labrecque, Dominique Menard, Louis Proulx, Alexandre Brunette, Joseph Bruneau, Etie Belle Isle, Benjamin Roy, W. J. Costello, J. B. Bergeron, I. B. Périllard, Wm. Mailley, Nap. Périllard, Alp. Joly, Oliv. Leroux, Alb. Fanteux, Michel Sauvé, Cyrille Joance, Basile Bruneau, J. B. Mailley, Cam. Fanteux, T. Manville, H. Laframboise, Sun. Paquet, J. B. Lacomte, J. B. Lecours, David Themeus, Dom. Proulx, Xav. Lecompte, Hil. Brazeau, Louis Lacelle, Alf. Demers, Et. Martel, Paul Bellefeuille, Aug. Ménard, Elie Ménard, Gem. Pierre, Rég. Laframboise, Elie Brunet, Evaniste Demers, Ald. Lavigne, Cam. Proulx, Ben. Charette, Aug. Lecompte, Max. Joly, Alex. Joly, Ls. Belle Isle, P. Staugo, Sev. Belle Isle, Jos. Leroux, Jos. Turpin, Pierre Lacelle, Michel Joly, Jos. Descarrier, Ed. Guenard, Thad. Monette, Ant. Goddon, Pierre Courtois, J. B. Laframboise, Jos. Sauvé, Fiermain Maillier, Denis Doyle, Bernard McManus, V. Lortie, Jno. Morrow, Basile Carrière, Isidore Belle Isle, Phelebert Duchesne, Agnas Piche, Pierre Lefebvre, Moise Joly, David Lacelle, Harmidas Thauvette, Michel Thauvette, Octave Seguin, Jauvier Sauvé, Evariste Banché, E. D. Joanis.

SCHOOL INSPECTOR'S OFFICE,  
RUSSELL, September 3rd, 1887.

DEAR SIR,—I have the honour to acknowledge the receipt of your letter of the 30th ult. with the accompanying petition from the Village of Hawkesbury. Herewith I return the petition and enclose a copy of the rough draft of a letter sent by me to the Hawkesbury Board of Trustees in July last. It is not word for word the letter sent, but it contains the substance of it.

You will see that I have recommended nothing but the merest rudiments of English for the French children: conversation, reading, spelling and dictation. From 30 to 40 minutes a day in the lower room, with perhaps twice that time in the others, would be ample for this work. Surely this is not too much time to give to the study of English in a public school in an English-speaking Province.

If we have English taught at all to the French children, we must begin with the larger schools where the trustees can afford to pay teachers capable of teaching both languages, and Hawkesbury is our largest school.

The petitioners say in effect that a knowledge of English would be to the disadvantage of French-speaking children. This is preposterous. Of the hundreds of French children now growing up in Hawkesbury, the great majority will probably seek a livelihood in English-speaking communities. It would in my opinion be to the detriment of the cause of education in the counties to allow matters to go on as heretofore in the Hawkesbury school.

I have the honor to be,  
Dear Sir,  
Your obedient servant,

W. J. SUMMERBY,  
Inspector Public Schools.

Hon. G. W. Ross,  
Minister of Education, Toronto.

SCHOOL INSPECTOR'S OFFICE,  
RUSSELL, July, 1887.

*To the Board of School Trustees, Hawkesbury:*

GENTLEMEN,—Having found in my visits to the Hawkesbury Public School that in three of the rooms the English language is not taught, the exercises being entirely in French, I wish to draw your attention to regulation No. 24 of the Education Department. I understand that regulation to mean that every child in the Public Schools of Ontario must learn English. Of course this is not to interfere with his right to learn French if that is his mother tongue. In that case he may learn both languages, but he must learn English.

The following is suggested as a course in English suitable for the children in the three French departments:—

I. Lower Room.—A short conversational lesson twice a day; names of common objects.

II. Intermediate Room.—1. Conversational lessons continued.  
2. Reading First Books parts I. and II. of the Ontario Readers.  
3. Copying the lessons read.  
4. Memorizing some lessons.  
5. Oral spelling and dictation.

III. Upper Room.—Same as for II. substituting books II. and III. for the first books.

N.B.—All the lessons read to be translated.

(Signed) W. J. SUMMERBY.

TORONTO, 9th September, 1887.

MY DEAR SIR,—I have considered carefully the petition of certain ratepayers of the Village of Hawkesbury, and have had before me also the official letter of the Inspector to the Board of Trustees respecting the study of French in the Hawkesbury school. If you will refer to Regulation 24 of the Education Department—a regulation which was approved by the House—you will see that the study of English is obligatory. From the letter of the Inspector you will observe that he is disposed to interpret the regulations very liberally. The amount of English, which he requires to be taught, would not interfere with the classification of the school, nor would it require the appointment of an additional teacher. The rule, which is now being urged upon your attention, is of uniform application, and is generally observed in all schools in which the French or German language is taught. To postpone its application indefinitely is beyond my jurisdiction.

As the petition from the Board of Trustees came to me through you, I send you the official answer.

Yours truly,

GEO. W. ROSS.

ALF. EVANTUREL, Esq., M.P.P.,  
Alfred P.O., Ont.



TORONTO, 20th September, 1887.

MY DEAR SIR,—I am very anxious to be able to report some progress in the study of English in the French schools of the eastern part of the Province in my annual statement to the Legislative Assembly. Mr. Donovan, Inspector of Separate Schools, has stated that English is taught in every school within his district. A similar report from you would be very gratifying. The course of English study approved by my Department two years ago is so elementary that there need be no delay in introducing it even where a teacher's knowledge of the English language is not very extensive. In the meantime will you kindly let me know how many schools have not yet complied with the regulation in that regard, and in making your report for 1887 designate by number and locality where English is not taught.

Yours truly,

G. W. ROSS

W. J. SUMMERBY, Esq.,  
School Inspector,  
Cos. Prescott and Russell,  
Russell.

NOTE.—Similar letter sent to Mr. Dufort, Assistant Inspector.

CURRAN, 26th September, 1887.

The Honorable THE MINISTER OF EDUCATION,  
Toronto.

SIR,—In reply to your letter of the 20th instant, I have the honor to state that according to information given me by the teachers, of the whole number of pupils registered at the time of my last visits about one-third study English reading and spelling, and about one-eighth translate the reading lesson in English. There are ten schools where the English is not taught.

As I make my visits I insist on the introduction of the course of study approved by your Department.

I have the honor to be,

Sir,

Your obedient servant,

O. DUFORT,  
Assistant I. P. S.

SCHOOL INSPECTOR'S OFFICE,  
RUSSELL, 3rd October, 1887.

DEAR SIR,—In reply to your letter of the 20th ult., I may say that Mr. Dufort informs me that he has reported to you direct on the teaching of English in our French schools. I do not know that there is much additional information that I can give you. Of course English is taught to all the pupils in the schools directly under my charge, and Mr. Dufort reports that in only ten of the departments under his charge was there no English taught during last term. We hope to reduce that number before the end of the year.

I have the honor to be,

Sir,

Your obedient servant,

Hon. G. W. ROSS,  
Minister of Education,  
Toronto.

W. J. SUMMERBY.

TORONTO, 28th December, 1887.

MY DEAR SIR,—I am preparing my annual report and would like to discuss the present condition of the study of the English in the French schools in your district. Last year I remember you reported that in a number of the schools English was not taught. Could you send me a report in a few days in reference to this particular matter. If you have an extended report to make, that could be done later.

Yours truly,

GEO. W. ROSS.

W. J. SUMMERBY,  
Inspector of Public Schools,  
Russell.

NOTE.—Similar letter sent to O. Dufort, Assistant Inspector.

SCHOOL INSPECTOR'S OFFICE,  
January 4th, 1888.

SIR,—At the beginning of last year I asked my assistant, Mr. Dufort, to pay special attention to this subject when making his inspectoral visits. The result is that we have reduced the number of purely French departments from twenty-seven to six, and I hope to be able to report, at the end of the present term, that these six have fallen into line. At last summer's examination for teachers for our French schools, all candidates totally ignorant of English were rejected. I do not wish it to be thought that I am satisfied with our present attainments in this respect. As I have said in previous reports, our weak point is a staff of teachers having an imperfect acquaintance with the English tongue. But I think that we are going forward as rapidly as can be expected under the circumstances. The supporters of these schools are generally new settlers working hard to clear up their land and pay for their homes; salaries are consequently low. As we have no schools where the teachers of both languages can be properly trained, our supply comes from without the counties, generally from the Province of Quebec; hence their imperfect knowledge of English. The remedy is time or money. If the people of Ontario cannot wait for time, they will have to furnish the money to establish a school in which our bi-lingual teachers may be trained.

Yours truly,

W. J. SUMMERBY.

The Hon. G. W. Ross,  
Minister of Education,  
Toronto.

TORONTO, 9th January, 1888.

DEAR SIR,—I am very much pleased with your report, it meets some of the points raised admirably. Would you be kind enough to look over the first notes you made of your inspection when first appointed years ago, and let me know in how many schools in

your inspectoral division English was not taught. If you have any information going back to 1871 or 1872 from your predecessors' reports which you could give I would like to get it very much.

Yours truly,

GEO. W. ROSS.

W. J. SUMMERBY, Esq.,  
Inspector Public Schools,  
Russell.

SCHOOL INSPECTOR'S OFFICE,  
RUSSELL, 31st January, 1888.

DEAR SIR,—I have delayed answering your letter of the 9th inst. until I had an opportunity of examining the reports of predecessors, on file in the county clerk's office at L'Orignal. There is nothing in these reports to show in how many of the schools no English was taught at the time they were made.

Mr. Dufort informs me that it is only within the last year or two that he has kept any record of the numbers learning French only.

Of the schools that I inspect, there were, when I came to the counties, two in some of the departments of which French only was taught. These were the public schools in the villages of Hawkesbury and L'Orignal; two departments at Hawkesbury and one at L'Orignal. All of the pupils in these departments now learn English.

It was, I think, in the year 1872, that a purely French department was first established in Hawkesbury village. Of course there had been French schools in the counties many years before that time.

Mr. Dufort has reported to the department that when making his last inspectoral visits he found six departments in which no English was taught. I have found upon enquiry that in four of these departments English is now taught to every pupil. These are the three French departments in Hawkesbury village and the junior department in S. S. No. 5, Clarence.

I have the honor to be,  
Sir,  
Your obedient servant,

W. J. SUMMERBY,  
I. P. S.

Hon. G. W. Ross,  
Minister of Education,  
Toronto.

TORONTO, 10th Jan., 1888.

MY DEAR SIR,—I observe from your Annual Report that you have in certain districts of the Province French Schools. Do I understand that these schools are exclusively French, and that English is not taught in them at all?



I observe that provision is made in your Normal Schools for a course of French for teachers who are to teach in French settlements. Do these teachers take an English course as well? Do your Regulations require that English must be taught in every school, no matter what other language may or may not be taught?

Yours truly,

(Signed) GEO. W. ROSS.

WM. CROCKETT, Esq.,  
Superintendent of Education,  
Fredericton, N. B.

NOTE.—No reply received to this letter.

ST. RAPHAEL'S, February 5th, 1889.

The Hon. G. W. Ross,

HON. SIR,—I am told by a person named Lafrance that you gave permission to have French taught in the *Separate School* here equally with English.\*

If you have done so the persons making the request must have led you to believe that this suited the English portion of the section.

The French have no right to this. The Scotch people built the school long before any French made their appearance here; they pay the largest amount of taxes. I grant the French may have more children but they all speak English.

Now what I want, Hon. Sir, is to withdraw the permission to have the French placed on the same footing with English, and to have English the language of the school. The mistress is not able to teach English and I am sure she could not obtain a Third Class Certificate.

She is now teaching on a permit obtained from Mr. Donovan, if I am rightly informed.

The bishop will not allow this and has sent me very strict instructions how to act. There is a very bad feeling here at present between the two nationalities, and one word from you will make everything right.

Would you please send, or have sent, a copy of the letter sent by Lafrance; if they are private I won't ask you, but if not I would like to know if he has used false representation to gain his object.

I am, Hon. Sir,  
Truly yours,

T. J. FITZPATRICK,  
Priest.

TORONTO, 11th February, 1889.

DEAR SIR,—I beg to acknowledge the receipt of your favor of the 5th inst., respecting the difficulty in the school at St. Raphael's. In dealing with the question of two

\* No such letter was received or permission communicated.

languages in our Public and Separate Schools, the Department has held constantly in view the following considerations: (1) It is indispensable that English should be thoroughly taught in every school, Separate or Public. No objection, however, is taken to the study of the French language so long as the Inspector is satisfied with the efficiency of the school in English. (2) It is also indispensable that every teacher engaged in a Public or Separate School should be able to teach English. The primary object of our examination is to test his knowledge of the subjects of our school curriculum in this language. If, however, from the complexion of the population of any school section a knowledge of French is desirable, then a person qualified to teach both languages is preferred. I shall be glad if this explanation will aid in restoring harmony and in promoting the prosperity of your school. ✓

Yours truly,

GEO. W. ROSS.

The Rev. T. FITZPATRICK, P.P.,  
St. Raphael.

TORONTO, 21st February, 1889.

MY DEAR SIR,—Will you write on the receipt of this at once to say if English is taught in every school in your district. The report you made to me in January, 1888, was to the effect that English was then taught in every school except six. I hope you will be able to say now that in even these it has been introduced. Of course I do not expect at once to have every pupil study the English language, but it would be very gratifying if I ascertained that English was taught in every school. I would like to get your reply to this on Monday next.

Yours truly,

GEO. W. ROSS.

W. J. SUMMERBY, Esq.,  
I. P. S.,  
Russell.

TORONTO, 21st February, 1889.

MY DEAR SIR,—Inquiry is made in the House as to the extent to which English is taught in the French schools of Eastern Ontario. Mr. Summerby reported to me last year that there were only six schools in which English was not taught. Are you able to say now that English is taught in every school. Kindly report to me so that I may have your answer not later than Monday next.

Yours truly,

GEO. W. ROSS.

O. DUFORT, Esq.,  
I. P. S.,  
Curran.

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SCHOOL INSPECTOR'S OFFICE,  
RUSSELL, 23rd February, 1889.

DEAR SIR,—I am in receipt of the printed copy of the resolution respecting the French schools and shall endeavor to have the information asked for ready for entry when the schedule comes to hand.

Last year I had to report that we had six schools in which English was not taught. Mr. Dufort has made a verbal report to me that these six fell into line during 1888, so that we can now say that English is taught in every public school in the counties.

Yours truly,

W. J. SUMMERBY.

Hon. G. W. Ross,  
Minister of Education,  
Toronto.

CURRAN, 25th February, 1889.

THE HON. THE MINISTER OF EDUCATION,  
Toronto.

SIR,—Last year according as I made my first visits I insisted on all the teachers that they had to teach English, and also explained to trustees and parents the necessity of having it taught. The result is that I now have the pleasure of stating that English is taught in all the schools more or less.

Your obedient servant,

O. DUFORT,  
Assistant I. P. S.

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*IV.—COMMISSION ON FRENCH SCHOOLS.*

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COMMISSION.

Whereas, it is required by the Regulations of the Education Department that instruction shall be given in English in all the Public Schools of the Province, and

Whereas, the said Department is desirous of learning with certainty whether and how far the said Regulations are complied with in the Counties of Prescott, Russell, Essex, Kent and Simcoe, or what steps should be taken for the more complete enforcement of the said Regulations in the said counties respectively and, {

Whereas, by section 226 of the Public Schools Act the Minister of Education has power to appoint one or more persons as he from time to time deems necessary to report to him upon school matters,

Therefore, know all to whom these presents shall come, that I, George William Ross, Minister of Education, have hereby appointed John J. Tilley, Inspector of County Model Schools for the Province of Ontario, the Reverend Alfred H. Reynar, M.A., Professor of Modern Languages in Victoria University, and the Reverend D. D. McLeod, of the Town of Barrie, in the County of Simcoe, Commissioners, to visit the Public Schools of the said Counties of Prescott, Russell, Essex, Kent and Simcoe, for the purpose of making full and careful enquiry by personal inspection and any other way they may deem expedient, into the teaching of English in the Public Schools of the said counties in which the French language is taught, and the observance of the Regulations of the Education Department generally by teachers, trustees and other school officers therein, and to make full report with regard to the same to the Education Department with all convenient speed.

The said Commissioners are also authorized and hereby directed to consider and report in what way the study of English may be most successfully promoted among those accustomed to the use of the French language as their mother tongue; and in conducting the said enquiry the said Commissioners are hereby empowered to exercise such jurisdiction during their personal inspection of the schools and otherwise as is conferred upon Public School Inspectors under Regulation 9 of the Education Department.

GEO. W. ROSS,  
Minister of Education.

EDUCATION DEPARTMENT,  
Toronto, 13th May, 1889

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To the Hon. G. W. Ross, M.P.P.,  
Minister of Education,  
Province of Ontario.

SIR,—We the undersigned Commissioners having received the foregoing Commission proceeded at once to the discharge of the duties therein assigned to us and have the honor to report as follows :

#### COUNTIES OF PRESCOTT AND RUSSELL.

##### *French-speaking Population.*

Before speaking in detail of what are commonly known as the French Schools in these counties, it may not be out of place to speak of the immigration of the French people and of the circumstances under which these schools were established.

The first settlers, who were English-speaking people, settled chiefly upon the high lands, and left unoccupied the low or swamp lands, of which there were large areas that could be reclaimed only by very great labor.

The first French-Canadian settlers went into this part of the Province as lumbermen, and finding the soil good, they purchased these unoccupied lands at a low price and settled upon them in large numbers.

The increase in the French-speaking population during the past thirty-eight or forty years has been very marked, as is shown by the following census returns for the years 1851, 1861, 1871 and 1881 :

	1851.	1861.	1871.	1881.	Increase per cent. from 1851 to 1861.	Increase per cent. from 1861 to 1871.	Increase per cent. from 1871 to 1881.
Total population .....	13,357	22,323	35,991	47,939	67	61	33
French population .....	4,126	9,447	15,223	24,223	129	61	60

During the past twenty years many of the English-speaking people have removed to other parts of the country and very few of that class have moved into the counties. The result is, that the increase of the English population has been less than that of the French.

While unoccupied lands could be obtained the immigration of French-Canadians continued ; but as nearly all these lands have now been purchased and brought under cultivation, this immigration has, of late, been very much reduced. Several of the old settlers told us that during the past four or five years it had almost entirely ceased. They also stated that many French settlers had recently sold their farms and removed to Manitoba or the Western States.

##### *French Language in the Schools.*

As the French-Canadian people and the English-speaking people, on coming into the district, settled in separate communities, the school sections became, to a great extent, essentially French or essentially English. The boundary lines are not

always distinctly drawn, yet, in most cases, the early distinctive racial character of neighborhoods still remains. As an evidence of this, we found that in no less than thirty schools every child whose name was entered on the roll was of French-speaking parents. As whole sections were settled by the French, or as a majority of the people in a section became French, teachers who could speak French were employed, and French became the language of many schools, as it was already the language of the sections. The present English schools, have always been English since they were first established, and most of the French schools have always been French, yet in a few cases, schools which were formerly English and in which English teachers were employed, are now taught by French-speaking teachers. This is due to the greater increase of the French population. In all cases where English children attend French schools, inspectors, and trustees make special efforts to secure the services of teachers who can speak both English and French. In this, however, they are sometimes not very successful, and many English parents complain that their children are imperfectly taught by French teachers, whose knowledge of English is too limited to enable them to impart instruction properly in that language. For this reason some have taken their children from their own school which is taught by a French teacher, and have sent them to an English school in another section. French ratepayers also, contend that their children sometimes receive but scant justice from teachers who cannot speak French.

#### *Official Recognition of French Language.*

We find that as far back as 1851 it was ordered by the Council of Public Instruction "In regard to teachers of French that a knowledge of French grammar be substituted for a knowledge of English grammar, and that the certificate to the teacher be expressly limited accordingly."

By resolution of the Council of Public Instruction, dated April 20th, 1868, the following French text-books were authorized for use in French Schools in Ontario :

- "Cours d'Arithmétique Commerciale."
- "Abrégé de la Géographie Moderne."
- "La Géographie Moderne"
- "Grammaire pratique de la Langue Anglaise."
- "Traité Élémentaire d'Arithmétique."
- "Le Premier Livre de l'Enfance."
- "Cours de Versions Anglaises."
- "Grammaire Française Élémentaire."
- "Traité de Calcul Mental."

In 1879 the following list of French text-books was authorized. Several of these books are still in use and some others, as the French Readers, which are not authorized, have been introduced into the schools.

#### "FRENCH TEXT-BOOKS IN USE IN ONTARIO MIXED SCHOOLS."

NOTE.—E. means suitable for Elementary Schools. M. means for Model or more advanced schools. A. means for Academic or superior schools.

"In Public Schools where there are both Protestant and Roman Catholic French scholars, the books sanctioned by the Protestant and Roman Catholic Committees of the Council of Public Instruction for Quebec may be used, as follows"—

- Arithmétique de Bouthillier. Publié par MM. Crémazie. E.
- Cours d'Arithmétique Commerciale. Imprime chez Eusébe Senécal. Montreal, 1863. M.
- Cours de Tenue des livres, en partie double et en partie simple. Imprime chez Eusébe Senécal. Montreal, 1861. M.
- Abrégé de la Géographie Moderne. Publié par la Société d'Éducation de Quebec. E.



- La Géographie Moderne de Holmes. M.A.  
 Abrégé de l'Histoire du Canada de F. X. Garneau. E. M.  
 Grammaire de Lhomond (Edition de Julien) et les Exercices sur la même. E.  
 La Série des Cours de Grammaire de Julien et les Exercices sur Iceux. M.  
 Petit Traité de Grammaire Anglaise à l'usage des Écoles primaires. Par Charles Gosselin, Quebec. E.  
 Manuel d'Anglais ; Grammaire et Thèmes. Par P. Sadler, Paris, 1829. E.  
 Manuel d'Anglais, thèmes et Syntax. Par le même, Paris, 1840. E.  
 Grammaire Pratique de la Langue Anglaise. Par le même, Paris, 1848. M.A.  
 Cours de Versions Anglaises. Par le même. M.A.  
 Manuel Classique de Conversations Françaises et Anglaises. Par le même. M.A.  
 Nouveau Dictionnaire. Portatif Anglais-Français et Français-Aglais. Par le même. M.A.  
 Précis Élémentaire d'Histoire Naturelle. Par Zeller. Paris, 1858. M.A.  
 Traité d'Agriculture Pratique. Par J. F. Perrault, Montreal, 1858. E.M.  
 Dictionnaire Classique de Bénard. Édition de 1863, Paris.  
 Réponses aux Programmes de Pédagogie et d'Agriculture. Par M. l'Abbé Langevin. Second edition.  
 Grammaire Française Élémentaire. Par F. P. B. E.  
 Traité de Calcul Mental. Par F. E. Juneau. E.M.  
 Traité Élémentaire d'Arithmétique. Par F. X. Toussaint. E.M.  
 Tenue des livres, en partie double et en partie simple. Par Napoleon Lacasse. E.M.  
 La Grammaire Complète de Poitevin. M. A.  
 Traité d'Analogie Grammaticale. By the same. M.A.  
 Traité d'Analyse Logique. By same. M. A.  
 Cours Complet de Dictées. By same. M. A.  
 Le Premier Livre de l'Enfance. By the same. E.  
 La Grammaire du Premier Age. By same. E.  
 La Grammaire Élémentaire. By the same. E.  
 Manuel d'Anglais, Sixième partie : Leçons de Littérature Anglaise. Par P. Sadler. Paris, 1841.  
 Manuel d'Anglais, Cinquième partie : Leçons de Littérature Anglaise. Par P. Sadler. Paris, 1841.  
 Manuel d'Anglais, Deuxième partie : Versions et Dialogues. Par P. Sadler. Nouvelle édition. Paris, 1857.  
 Exercices Anglaises, ou cours de Thèmes gradués. Par P. Sadler. Douzième édition. Paris, 1857.  
 Nouvelle Méthode pour apprendre à bien lire. Par J. E. Juneau.  
 Grammaire Française. By F. P. B. E.  
 Lectures Instructives et Amusantes, en manuscrit. By F. P. B. E.  
 Traité de Calcul Mental. By F. E. Juneau. E. M.  
 Syllabaire for Elementary Schools only. By MM. Juneau and Lacasse. Quebec, 1868. E.  
 Traité de Chimie Agricole. By Dr. Larue. Quebec, 1868. E. M.  
 Traité d'Analyse Grammaticale. By Napoleon Lacasse. Quebec, 1867. E. M.  
 Grammaire de Bonneau et Lucat, revised by Michaud. E. M.  
 Traité de l'Art épistolaire. Sorel. E. M.  
 Abrege de la Grammaire Française, tenth edition. By C. J. L. Lafrance. Quebec, 1867. E. M.  
 Traite Elementaire d'Arithmetique. By L. H. Bellerose. Montreal, 1867. E. M.  
 Nouveau Cours de Langue Anglaise on the plan of Ollendorf. MM. Beauchemin and Valois. Montreal, 1868. E. M.  
 Elements de Botanique et de Physiologie vegetale, suivin d'une petite flore simple et facile de la Province de Quebec. Par M. l'Abbe Ovide Brunet. E. M. A.  
 Histoire du Canada à l'usage des maisons d'éducation. Par le Pere C. H. Laverdiere, A.M. E. M. A.

It does not appear that this continued use of French text-books arises from a desire on the part of the French to exclude the English language from the schools. We conversed with all classes of the French people, and they invariably expressed themselves not only as *willing*, but as *desirous* that their children should learn the English language. They are also desirous that they shall learn to read and write in French—their mother tongue.

#### *Teachers.*

As already stated, French-speaking teachers are usually employed in schools where the majority of the pupils are French, and although four English-speaking teachers are employed in such schools, yet these teachers speak French fluently.

The supply of teachers has been obtained in the past almost entirely (1) from the Public Schools within the counties and (2) from various educational institutions in Ottawa and in the Province of Quebec. Of the sixty-nine teachers employed in the French schools inspected by us, only three had attended a High School, and only two had received any training in either a Normal or a Model School in Ontario. One had a Second Class certificate, one had a Third Class certificate, two had County Board certificates, forty-seven had District certificates, and eighteen, of whom five were assistants, had Permits granted by the inspectors. Taking the proficiency of the French teachers in the use of the English language as the basis of classification, twenty-six may be classed as good, twenty as fair, and nineteen as not competent to teach English with any degree of efficiency.

#### *Examination of Teachers.*

The Board of Examiners for the counties of Prescott and Russell issues District Certificates, valid for the schools in sections where French is the prevailing language. An examination is held on questions prepared by the Board, and is conducted partly in English and partly in French. The inspectors informed us that the English portion of the examination had been increased by them from time to time, and their printed circular, issued in January last, announces that for the present year the examination, except the part which relates to the French language and literature, will be conducted wholly in English. The inspectors are thus trying to raise the standing of the teachers in English, but in order to provide teachers for the schools, they will doubtless be obliged in many cases to accept a low degree of qualification. Certain it is that many teachers are now teaching on temporary certificates who could pass but a poor examination in English.

In inspecting these schools we kept before us the course of instruction in the following circular issued by the Department in September, 1885:

#### *"General Directions for Teachers of English and French Schools."*

"The following exercises are submitted for teachers in charge of English and French schools, as an outline of the course to be pursued in order to secure a better knowledge of the English language:—

**COLLOQUIAL EXERCISES.**—Names of things in the school-room, names of things in the street, names of things in a dwelling, names of articles of food, names of the parts of the body, etc. Such exercises may take the form of object lessons.

**READING.**—Class I. from Part I. Ontario Readers; Class II. from Part II. Ontario Readers; Class III. from Book II. Ontario Readers; Class IV. from Book III. Ontario Readers. Some lessons to be memorized in each class.

**SPELLING.**—Class I., copying on slate, lessons from board and reader; Class II., as for Class I., easy oral exercises and dictation; Class III., copying on slate or paper, dictation, oral exercises.

**COMPOSITION.**—Class III., as for Second Class; Class IV., reproduction of stories, description of pictures, of subjects treated of in object lessons, etc., letter writing.

GRAMMAR.—In Classes I. to IV. inclusive, the instruction should consist chiefly of a systematically arranged series of exercises, oral and written, in the correct use of language, the materials to be drawn from objects and reading lessons of the respective grades.

PRONUNCIATION.—To receive special attention in all grades.

TIME.—Classes I. and II., at least two hours a week ; Classes III. and IV., at least four hours a week."

### *Schools.*

Before speaking of the work done in the schools, it should be mentioned :

I. That the schools in the several counties were inspected at a time of the year (May and June) when the attendance in rural schools consists chiefly of the younger pupils.

II. That the teaching of little children in two languages necessarily adds to the work of the teacher, and for a time renders the progress of the pupil slower than it would be in a school in which only one language is taught.

With reference to the instructions contained in your circular just quoted we find :

I. That some English is taught in every school.

II. That the Ontario Readers have been introduced into every school.

III. That the pupils are usually well supplied with English reading books.

IV. That in at least twelve schools the work done in English is much beyond the amount prescribed.

V. That in 24 schools more time is given to English than that prescribed in the circular ; in 6 the time prescribed is given, and in 28 less than the time prescribed is given.

VI. That in very few schools has sufficient attention been given to colloquial exercises.

In several schools only young children were present, and classes were therefore confined to pupils in the First Reader. It should be mentioned, however, that whenever the teacher was at all proficient in speaking English, and when the school contained pupils who had been attending some time, these pupils were almost invariably in the third or fourth class in English, showing that progress was being made in this subject. In 17 schools the results were very satisfactory indeed, and in several cases quite equal to the work done in good English schools. In 21 schools fair progress was being made, and in 18 the pupils knew very little English.\* The backward condition of these last mentioned schools must be attributed, we believe, mainly to the inability of the teachers to speak English freely. If the children are to learn to speak the English language their teachers must be able to speak it. The teacher who finds it difficult to express his thoughts in English, to pupils who know even less of English than himself, naturally uses the language which both he and they understand.

The lack of progress is not, however, the result of this cause only. We found in two schools in which English-speaking teachers were employed, that the standing of the pupils was quite below that of the French pupils in several schools whose teachers could speak comparatively little English. In the one case the teachers had taught by good methods and had labored faithfully ; in the other the teaching of English had evidently been neglected. As many of the teachers have attended only the Public Schools in the

\* Two schools—15 Alfred and 19 E. Hawkesbury given in the schedule are not included in this classification.



district, and have received no professional training, they are not proficient in approved methods of teaching, and the method usually followed in teaching the children to speak English is very defective. A child learns first to speak a language, then to read it. We never teach him the spoken language through the written. He may learn from books to pronounce, and to translate from one language into another, but he will learn to *speak* the language only by the *practice of speaking*. The general principle that we learn to do mainly by doing, holds true in this case as in all others.

The method usually followed is to teach the children to read the first French book, and in some cases a part of the second book, before they learn any English. The first English book is then placed in their hands, and they are taught to read or rather to pronounce, as their first exercise in English. The teacher gives the meaning of the words by translating into French, and as the pupils advance they are required to spell the words, and to translate regularly from English into French and sometimes from French into English. This is the method practised in a majority of the schools. The pupils are taught to read and translate in the hope that they will thereby learn to speak English. We need not say that the hope in most cases is still deferred. The pupils usually translated freely and correctly, and spelled nearly, if not quite as well as the English pupils present in the schools; but only those who had been taught orally, and who had been trained to give their answers directly in spoken English, showed any readiness in speaking the language.

This defect in the system of teaching has become apparent to the French people themselves. Some parents complain that their children are making very slow progress, and in many cases are learning to read words and sentences which they do not understand.

#### *Pupils not Learning English.*

At least 90 per cent. of the pupils reported as not learning English were in the first French reader, or had been recently promoted to the second class. Very few were found in higher classes who were not learning English.

There is difference of opinion as to the time at which it is best for a pupil to enter upon the study of the English language, but the practice followed in the schools appears to commend itself to a majority of the teachers, and is in accord with the wishes of the parents. What we have to recommend on this subject will be found under the heading of recommendations.

#### COUNTY OF ESSEX.

About the year 1700, French-Canadian pioneers from the Province of Quebec began to settle along the south side of Lake St. Clair and the Detroit River, in what is now the County of Essex. From the census returns since 1851, we find the population of the county and the French population to be as follows:—

—	1851.	1861.	1871.	1881.
Total population .....	16,817	25,211	32,697	46,962
French “ .....	5,424	3,706	10,539	14,658

From these figures it will be seen that the total population and the French population have increased at about the same rate. From 1851 to 1881 the increase of the former was 179 per cent., and of the latter 172 per cent. The returns of the French for 1861 are evidently incorrect. Surrounded as the French people are in this county by

English-speaking people, they are constantly brought in contact with the English language; and, in consequence of this, they usually understand English and speak it with some fluency, though French is the language of their homes. Their language, their religion and their love of nationality have been fully preserved.

Although racial identity is still distinctly marked, yet the English-speaking and the French-speaking people live side by side in harmony with each other. The French schools, with three exceptions, are in North Essex, and are under the supervision of Mr. Girardot, Public School Inspector. From the testimony of persons occupying prominent positions in this county, and from our own observation, we believe that the prudent and impartial manner in which the school law and regulations have been administered by that gentleman for so many years, has exerted a beneficial influence in preventing race prejudice, and in furthering the educational interests of all classes alike.

### *Schools.*

There are thirty schools in the County of Essex in which French is taught, and all were inspected by us. Many of these could scarcely be distinguished from English schools. In twelve schools, English is mainly the language of the school; in fourteen, French and English are taught about equally; and in four, French is the language of the school, the teaching in English being limited to reading and translation. The work done in these schools is about equal to what is done in the ordinary English rural school. The school houses and grounds usually show neatness and taste, and the schools are very well supplied with desks and other requisites. Taking the standing of the pupils in English as the basis of classification, seventeen schools may be classed as good, six as fair, and seven as poor and unsatisfactory.

The practice referred to, in connection with the schools in Prescott and Russell, of teaching the children to acquire some proficiency in reading French before they begin to learn English, is the practice adopted in the County of Essex also. Teachers claim that the French child learns to read English more readily after he has learned to read a little in his own language. The schedule, in which the statistics are given for each school, shows a large number of pupils who are not learning English, but these, with very few exceptions, are either in the First French Book or in the First Part of the Second Book. We believe, however, that the numbers are too large in many schools, and that some teachers are not so prompt as they should be in beginning to teach English to their pupils. The method usually followed in teaching English to the French children is the same as that practised in Prescott and Russell, viz., reading, spelling and translation. Scarcely any attention has been given to colloquial exercises or oral instruction in the junior classes. As many of the pupils, however, had learned to speak English by associating with English children, this defect in the teaching was not so noticeable as it would be in schools entirely French.

### *Teachers.*

Of the thirty-four French teachers employed in these schools, twenty-nine could speak English with considerable fluency. The remaining five could speak a little English, but not enough to enable them to give instruction efficiently in this language. Six English-speaking teachers were employed, and five of these were more or less qualified to give instruction in French. Four teachers have Second Class certificates, twenty-six have Third Class, seven have Permits, and three teachers in the Windsor school have no regular certificates. As the schedule shows, this school was set apart by the Public School Board for Roman Catholic children, and these teachers have been engaged by the Board on their qualification as Separate School teachers. Twenty-five had received professional training in Ontario, and six had received their education in the Province of Quebec.

There is no special examination for French teachers in the County of Essex. All candidates for certificates take the departmental examination in English, and attend the County Model School. All do not succeed in taking the requisite number of marks, and in order to furnish a supply of teachers for the schools, it is found necessary to grant temporary certificates to those who come near the required standard.

#### TOWNSHIP OF DOVER, KENT Co.

In this township there are five schools in which nearly all the pupils are French. Six teachers are employed, of whom three are English and three are French. In three schools little attention is given to French, English being the language of the schools. In one school about one hour a day is given to the French language, and in the remaining school about half the time is given to English. In the primary division of school No. 3, which consists of pupils in the First and Second Readers, scarcely any English is taught. All the teachers except the assistant have regular certificates, and have received professional training. These schools are similar to the French schools in the County of Essex, and require no special remarks.

#### TOWNSHIP OF TINY, SIMCOE Co.

In this township there are three schools in which the majority of the pupils are French, and these are taught by French-speaking teachers. Another school, in which about half of the pupils are French, is taught by an English-speaking teacher, but a French assistant is usually employed. The teacher of the last mentioned school has a Third Class certificate. The French teachers have certificates granted in the Province of Quebec, and made valid by the Simcoe County Board of Examiners, for the schools in which they are employed. The French teachers do not speak English with much fluency, and the knowledge of English possessed by their pupils is quite limited. Some English however, is taught in all the schools, and the pupils are well supplied with the Ontario Readers. The inspector, Mr. Morgan, informed us that a French teacher was formerly employed in school section No. 10, in which there are twenty-two French children, but that an English-speaking teacher had been employed during the past eight years. He also stated that an English-speaking teacher is employed in school section No. 18, in which about 75 per cent. of the children are French, and that English is exclusively the language of the school. The teachers in Nos. 6, 10 and 18 do not speak French. Two of these teachers stated to us that they experience difficulty in teaching the young French children, and are often obliged to use the older pupils as interpreters. In the town of Penetanguishene there is a Protestant Separate School, established many years ago. In the public school, English has always been taught, but French was also formerly taught in the junior division, by teachers who could speak both French and English. For several years past English has been taught exclusively, although more than half of the pupils are of French parentage. These facts show that the teaching of English is being increased in this district. It is noticeable that no religious instruction is given in the French schools in the county of Simcoe.

#### *English Text-Books Used.*

Of the 97 schools inspected by us, 24 are supplied with a full set of the authorized English text-books, 43 have the full set of Ontario Readers, or have the I, II and III books with other authorized English text-books, as shown in the schedule; 19 have I and II books, and 11 have the I book only.

#### *French Text-Books Used.*

General use is made of the French text-books authorized by the Council of Public Instruction for the Province of Quebec. Some of these books, such as those on arithmetic, geography and grammar, are authorized by the whole committee of the Council, consisting of both Roman Catholics and Protestants; others, such as the readers and



some of the histories are authorized by the Roman Catholic committee of the Council for the Catholic schools of Quebec. As stated elsewhere in this report, books of the first class were authorized for Public Schools in Ontario in the years 1868 and 1879. No authorization has ever been given in Ontario to books of the second class. They have heretofore been suffered to remain in use, and no other books have been provided adapted to the requirements of these French schools.

The Readers, a graduated series of five books, were prepared by Mr. A. N. Montpetit, and are known as the Montpetit series. Whatever features of excellence these books may possess, they are unauthorized, and they contain teachings peculiar to the Church of Rome. Protestants complained to your Commissioners of the use of these books, as it brings their children in contact with religious teachings contrary to their own convictions. By far the most objectionable book from this point of view is an elementary reading book, "*Le Syllabaire des Écoles Chrétiennes*," which is used in many of the schools.

Of the histories found in the French schools, those in common use are the works of Garneau, Toussaint, Miles, and an *Abrégé* or *Epitome* of Sacred History, of the History of France and of the History of Canada. Garneau's history is generally faithful and scholarly, although the writer has a manifest preference for the French. The history written by Miles is a translation of an English work. Both it and Garneau's history have been authorized for use in the French schools in Ontario. Toussaint's history and the *Abrégé* are written in a spirit unfriendly to the British Empire and to the development of a patriotism embracing the whole Dominion of Canada. The use of these books should not be continued in the schools.

#### *Religious Exercises in the Schools.*

Your Commissioners found that religious exercises occupy a prominent place in the schools inspected by us. In 57 schools, religious instruction is given during school hours, in 22 it is given either before or after school, and in 18 no religious instruction is given. This instruction is given by the teachers from a catechism prepared for children of the Roman Catholic Church, and it is to the teaching from this catechism that reference is made in the schedule and summary when religious instruction is spoken of.

In some of the schools special instruction is given from this book, for a certain portion of the year, to children who are preparing for their first communion.

The prayers in use, in addition to the Lord's Prayer which is used in almost every school, are taken from the Roman Catholic books of devotion. These prayers are, in some schools, used at the opening and close of the school, both in the forenoon and afternoon. In some of the French text-books in use, which are elsewhere referred to in this report, the tenets, peculiar to the Roman Catholic Church, are more or less prominently introduced.

In addition to these methods of inculcating religion, there were found in many of the schools in the county of Essex, pictures of a religious character, the crucifix, and small statues or images of saints. In two instances in the county of Prescott, altars were found in the schools. It was stated that these were erected during the month of May for services of a special nature for the people of the neighborhood, who assembled in the school houses for evening prayers, as the churches were at a considerable distance from these localities.

The prominence given to the Roman Catholic religion in these schools is objectionable to the English speaking Protestants generally. The regulations provided by law on this question are ample to give protection to the religious convictions of all classes of people. They allow sufficient liberty to Protestant and Roman Catholic alike, for imparting religious instruction without infringing upon the ordinary work of the school. In order, therefore, to remove all ground of complaint against the existing state of things, it is only necessary that the schools be brought into harmony with the law.

The regulations governing religious exercises in the schools are as follows :—

Revised Statutes and Regulations respecting Public and High Schools, Ont., 1887, page 143, sections 200 to 206 ; page 104, section 8 ; and page 7, sections 7 and 8.

*Religious Exercises, page 143.*

200. "Every Public and High School shall be opened with the Lord's Prayer, and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education.

201. "The Scriptures shall be read daily and systematically without comment or explanation, and the portions used may be taken from the book of selections adopted by the Department for that purpose ; or from the Bible, as the Trustees, by resolution, may direct.

202. "Trustees may also order the reading of the Bible or the authorized Scripture selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week.

203. "No pupil shall be required to take part in any religious exercise objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire.

204. "If, in virtue of the right to be absent from the religious exercises, any pupil does not enter the school-room till fifteen minutes after the proper time for opening the school in the forenoon, such absence shall not be treated as an offence against the rules of the school.

205. "When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the Trustees to that effect in writing, and it shall be the duty of the Trustees to make such provision in the premises as they may deem expedient.

206. "The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each schoolhouse, at least once a week, after the hour of closing the school in the afternoon ; and if the clergy of more than one denomination apply to give religious instruction in the same schoolhouse, the Board of Trustees shall decide on what day of the week the schoolhouse shall be at the disposal of the clergyman of each denomination, at the time above stated. But it shall be lawful for the Board of Trustees and clergymen of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school."

Page. 104. 8. "The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, but the Trustees by resolution may, for the purpose of affording facilities for religious instruction or for any other proper purpose, prescribe a shorter period." . . . .

Page 7. 7. "No person shall require any pupil in any Public School to read or study in or from any religious book, or to join any exercise of devotion or religion, objected to by his or her parents or guardians."

8. "Pupils shall be allowed to receive such religious instruction as their parents or guardians desire, according to any general regulations provided for the organization, government and discipline of Public Schools."

RECOMMENDATIONS.

*Training of Teachers*

In the counties of Prescott and Russell the French candidates for teachers' certificates have, in most cases, only an imperfect knowledge of English—too imperfect to enable them to take with advantage the prescribed course, as given in English in our

High Schools and Model Schools. They do not therefore attend those schools to prepare for teachers' examinations.

To provide competent teachers of English for the French Schools, and to meet some of the difficulties mentioned in this report we have to recommend :

I.—That a special school be established for the training of French teachers in the English language.

This school should be placed under teachers who can speak both English and French, and who are thoroughly competent to give instruction in these languages.

It should provide the ordinary non-professional course, and should also furnish facilities for professional training as given in County Model Schools.

Candidates on completing their course in this school should be prepared to take the regular examinations in English prescribed for teachers' certificates ; and only those who have passed such examinations should receive a license to teach.

II.—That special institutes be held for the immediate benefit of the teachers now employed in the French Schools.

III.—That the attention of the teachers be called at once to the necessity of making greater use of the oral or conversational method in teaching English.

#### *Text-books.*

IV.—That a bi-lingual series of readers—French and English—be provided for the French Schools in Ontario.

If this were done, parents would be saved the expense of purchasing two sets of books of which many now complain.

The work of both teacher and pupil would be simplified, and there would be placed in the hands of the pupils, books that would aid them materially in acquiring a knowledge of both languages.

Under competent teachers, with such books, the pupil should, on completing the second book be sufficiently familiar with English to enable him to receive instruction in this language in the various subjects prescribed. We recognize the difficulties inseparable from the introduction of another series of readers, but we believe they would be more than counter-balanced by the advantages to be derived therefrom.

V. That the use of unauthorised text books in these schools be discontinued.

#### *Religious Exercises and Instructions.*

VI.—That the attention of trustees and teachers be called to the provisions of the law governing religious instruction in Public Schools, as there seems to be a general lack of information on this subject.

#### *General Remarks.*

The object aimed at in the Public Schools of the Province, is to give to the youth attending them such an education in the common branches of knowledge, as will fit them to occupy creditably the positions in life they may be called to fill, and this education should be imparted in the English language. Any departure from this rule should be only partial and in accommodation to the peculiar circumstances of certain sections of the country, in order that the end sought may thereby be more fully attained.

There can be no question as to the fact that in all the French schools in the several counties visited, notwithstanding particular cases of backwardness or inefficiency, an effort is being made to impart a knowledge of the English language ; and not only



so, but this work is receiving a larger amount of attention at present than in former years. There are some of these schools in which English has been well taught for many years, so that they are practically English schools. There are also some, as will be seen from the statistical statement forming part of this report, in which the English language is largely used in the work of the school. This is the case more particularly in the counties of Essex and Kent.

There are some schools in which the time given to English and the use of that language in the school are too limited; but even in these, more attention is paid to English than formerly, and the use made of it in the work of instruction is greater than it was a few years ago.

In dealing with these schools, in order to raise them to a higher standard, and to secure a satisfactory teaching of the English language in them, time must be allowed, and patience must be exercised. For many years, the French people were allowed to conduct their schools in their own way, no exception being taken either by the Education Department, or by the Public. Special provision was made to secure French teachers for them and French text-books were authorized for their schools. They have lived for a long period in the localities where they are found, enjoying the use of their native language. They are strongly attached to it. It is the language of their fathers, and the language used in their homes and spoken by their children. It is natural that they should cherish it with affection, and desire their children to acquire a knowledge of it. If the schools are dealt with justly, and with due consideration for the feelings of the people, and if the recommendations made in this report are adopted, we believe these schools, within a reasonable time, will be raised to a degree of efficiency that will be satisfactory to both the English and the French people.

We have reason to believe also, that whatever changes may be necessary to render these schools more efficient, and to advance the children more rapidly and intelligently in the knowledge of English, will be welcomed by the French people themselves. We have found, that, on the whole the people take a deep interest in the education of their children. In many of the rural sections in Prescott and Russell, the school houses are inferior and poorly equipped and the salaries very small; yet in some sections and villages, the people have manifested their appreciation of the importance of education, by providing excellent buildings and paying fairly liberal salaries to the teachers.

While many of the teachers, as already stated, do not speak the English language fluently, we know that teachers may give instruction in languages in which they cannot converse. At the same time it is necessary that all the teachers of our public schools should be familiar with the English language, and be able to speak it fluently. And it is found generally, that in those schools in which teachers are able to use that language with freedom, they have brought their schools to a very creditable degree of proficiency.

English teachers say that they find their inability to speak French a serious hindrance in teaching French children who do not understand English. The teachers employed in these French schools should be able to speak French, as well as English. A sufficient supply of English students willing to undergo the labor and expense necessary to fit themselves for teaching in these French schools, could not be obtained for the small salaries paid. Hence the necessity for providing such means as are recommended in this report, by which French speaking students can be trained both in the knowledge of English, and in the theory and practice of their profession.

It must be remembered also that the teachers in these French schools have to carry on their work in the face of difficulties not met with in an exclusively English school. Especially is this the case in those districts which are wholly French, or in which there are only a few English speaking residents. The pupils hear no language out of school but French. They have no occasion to make use of the English language, and their progress in learning it is necessarily slow.

It will be observed that this report bears exclusively on the schools among the French people and in which the French language is used. It has to do with the progress of the

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English language in French districts. There has not therefore been any special reference made to the English minority. Their situation is, in not a few cases, one of difficulty. The schools as now conducted are not satisfactory to them. Their children come in contact with views of religious and national questions with which they are not in sympathy. The question should, therefore, be considered with special reference to these difficulties. Whatever text-books are used should be such as Protestants can put with satisfaction into the hands of their children, and whatever in any public school prevents or renders undesirable the attendance of those children, should be removed.

Interviews were had with many of the older residents in the districts visited, and with those interested in the questions under investigation. It was found that while there were complaints made by the English speaking minority in some sections, on the grounds already referred to, yet in other sections people similarly situated had no complaints to make. Some of the people spoken with seemed to think, that there had been in recent years an increased determination on the part of the French people to give prominence to their language to the exclusion of the English. They believe they see evidence of this in the social and educational tendencies in their localities. While this may be the case in some places, residents in other districts had observed no tendency in that direction.

Before leaving the subject of these schools, it is only just to teachers and pupils to state that your commissioners were much pleased with the politeness and good conduct of the children, both in and out of school.

We have also to thank teachers, trustees and inspectors for their uniform courtesy, and for the valuable assistance rendered us in conducting this investigation.

We have pleasure also in recognizing the kindness with which we were received by the people in the districts visited.

All of which is respectfully submitted.

ALFRED H. REYNAR, M.A.,  
D. D. McLEOD,  
J. J. TILLEY.

Toronto, Aug. 22nd, 1889.

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# SCHEDULES.

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EASTERN COUNTIES.

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# COUNTIES OF PRESCOTT AND RUSSELL.

## TOWNSHIP OF ALFRED.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.				Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction during school hours.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Salary.	Number of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
2	Marie Gauthier .....	O. C. B. Que.		Yrs 25	\$ 225	38	2	19	all	none.	1	1	1				3	none.	Only young pupils present and these had a fair knowledge of English considering the short time they had been at school.
4	Thos. Stuart .....	Dis.....	Ot'wa	1	240	49	14	22	all	"	1	1	1	1			1	none.	English speaking teacher; only small children in Part I. present, and these knew very little English.
6	Elvina Campeau .....	"	Ot'wa	2	200	49	none.	31	all	"	1	1				Brit. His.	2	25 min.	Pupils making good progress considering that they never hear English spoken except in the school-room.
8	Clarenda Lalonde .....	"	P. S.	5	220	64	"	40	50	14	1	1	1		1		1	15 "	Pupils very backward.
9	Eugenie Jolicoeur .....	Per.....	Ot'wa	2	200	32	"	16	11	21	1						1½	none.	Pupils making satisfactory progress.



TOWNSHIP OF CALEDONIA.

Number of School Section.		NAME OF TEACHER.		TEACHERS.				PUPILS.					CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.					Other English text-books used.		Time given daily to teaching in the English language.		Time given daily to religious instruction during school hours.		REMARKS.	
				Class of Certificate.	Where educated.	Has taught.	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.			Hours.					
U. 7 and 6, S. Plantagenet.		{ Noemie Legault .....		Per.....	Que .....	175	40	none	39	19	21	1	1	1	1	.....	2	Pupils in First Book knew merely the names of a few objects. Class in Second Book did very well indeed.		30 mins. during and after school.					
10 Eleonore Villeneuve.....		Dis .....		P. S. . .	2	195	38	8	18	15	15	1	1	1	1	.....	1½	Pupils very backward in English.		30 mins.					
12 Mary Beaulne .....		" .....		" .....	2½	200	56	none	35	26	30	1	1	1	1	.....	1½	Pupils could read and spell very well and understand the meaning of short sentences, but could not express their thoughts readily in English.		30 "					

TOWNSHIP OF CAMBRIDGE.

5 Delvina Casault .....	Dis .....	Ot....	8	300	68	none	52	all	none.	1	.....	.....	.....	.....	.....	.....	30	"	Only very young pupils present, and these were making a fair beginning in English.
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6	Caroline Grignon	Per.....	"	6 m.	225	70	12	48	38	20	....	1	1	1	1	1	2	none.	The French children had learned but little English previous to this year, and were making good progress.
7	Cordelia O'Sullivan	Dis.....	"	3 m.	225	46	none	36	38	8	1	1	1	1	1	1	1	25 mins.	English speaking teacher; pupils very backward indeed, know scarcely any English.
10	Vitaline DeGuire	"	P. S.	3	210	52	14	34	21	17	1	1	1	1	1	1	1½	20 "	Only small pupils present, and these had made but little progress as yet in English.

## TOWNSHIP OF CLARENCE.

5	F. Rochon, Principal. Eugenie Joly, Assist.	Dis..... " .....	Que... P. S.	12 6 m.	350 150	154	none	78	120	34	1	1	1	1	1	1	2	30 min.	Pupils in senior division were making good progress and showed much interest in their work. In the junior division pupils knew but little English.
6	Jos. Menard Emmee Lalonde	" .....	P. S. "	13 1½	360 190	114	8	78	all	none.	1	1	1	1	1	1	4	.....	English has always been taught, but more during this year than formerly. Pupils were well advanced in English—younger pupils seemed much interested in this subject.
8	Edwidge Richer Emilie Bissonette	Dis..... Per.....	Que... P. S.	3 6 m.	240 150	95	3	65	58	34	1	1	1	1	1	1	3	30 min.	Pupils did unusually well in English and in other subjects, and gave evidence of excellent teaching.

TOWNSHIP OF CLARENCE.—Continued.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.				CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.					Other English text-books used.	Time given daily to teaching in the English language.		REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.	Hours.	Time given daily to religious instruction.	
11	Athenaise Guedon .....	Dis.....	P. S. .	yrs. 14½	\$ 200	55	none.	40	all	none.	1	1	1	1	1	1	30 min.	Only a few pupils learned English before this year. All now learn it by order of Inspector. Those present had been learning English but a few months, and had therefore made but little progress.
12	Blanche Paroton.....	" .....	Que...	3	200	53	"	38	41	12	1	1	1	1	1	2½	30 "	Pupils were making very good progress in English.
13	Anthony Martel .....	" .....	Que...	19	230	82	"	45	all	none.	1	1	1	1	1	4	none.	But little English was taught before 1886. Pupils are making very fair progress.
14	Simson DeLorme.....	" .....	Que...	12	230	58	1	43	all.	none.	1	1	1	1	1	½	45 min.	Very little English taught before this year. All now learn it by order of Inspector. Pupils quite backward, having been taught English but a few months.

17	Rose Desrosiers	Per....	P. S. 16 m.	150	39	none	24	6	33	1	.....	.....	.....	1	none	English has been taught about two years, but the school is quite backward in this subject.
18	Odila Daoust	Dis. ....	"	1 yr.	160	44	"	34	all	1	1	1	.....	2	..	More English has been taught this year than formerly, by order of Inspector. Pupils were very backward.
19	Marie Lalonde	"	"	3 "	190	40	"	23	35	1	.....	1	.....	45 mins.	30 mins.	English has been taught during past 2 years. Pupils knew very little English.

## TOWNSHIP OF CUMBERLAND.

1	Olivine Belanger	Dis.....	P. S. ....	3	250	45	12	20	all	none.	1	1	1	1	1	Arithm'tic Geography	4	none.	Pupils very backward in English and in all other subjects.
11	Ovide Grignon	Dis.....	Ot'wa	1½	225	30	none	25	28	2	1	1	1	1	1	Grammar	2	.....	For two months before the first communion of the children, catechism is taught about one hour a day during school hours by request of trustees. An altar was found in this school used by the people of the section for evening service during the month of May by permission of trustees. Pupils with a few exceptions showed very little knowledge of English.
14	Louis Parent	"	Que...	3	250	42	11	29	all	none	1	1	1	1	1	Arithm'tic Geography	3	.....	The third class showed remarkable proficiency in English for French children and all the junior classes did very well indeed in the use and understanding of the English language.



## TOWNSHIP OF LONGUEUIL.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.				Other English text-books used.	Hours.	Time given daily to teaching in the English language.	Time given daily to religious instruction during school hours.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Yrs	Salary.	Number of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
2	Eugenie Quesnel.....	Dis.....	P. S..	7	\$ 200	48	none	30	19	29	1	1	1	1	1	1	Grammar	2	none.	Pupils read very well and understood the meaning of English sentences, but were backward in expressing themselves in English.
4	Amanda Charboneau.....	Dis.....	P. S..	5	225	41	none	29	all	none.	1	1	1	1	1	1	.....	2	none.	The work of the pupils was quite as good as could be expected from small children in a purely French school. The translation from French into English and from English into French was readily and correctly done. By request of trustees more English has been taught during the past three years than formerly.

6	Ellen Boudrias .....	Dis.....	Ot'wa	5	200	49	12	34	22	15	1	1	1	1	1	1	20 min.	Pupils passed a satisfactory examination in English.
15	Alvina Malette. ....	Per.....	Que..	3	115	22	none	19	11	11	1	1	1	1	1	1	30 min.	Pupils know scarcely any English.
17	Marie Seguin .....	Dis.....	H.S..	3	200	65	3	25	19	43	1	1	1	1	1	1	none.	Only four French pupils present who were learning English. These did well in reading, spelling and translating English sentences, but were backward in speaking English. The small attendance was caused by the prevalence of measles in the section.
18	Philomene Brunet .....	" .....	Que..	6	170	38	5	26	28	5	1	1	1	1	1	1	20 min.	Pupils are making satisfactory progress in English. More attention has been given to English during the past few years than formerly.
19	Alma Malette .....	Per.....	" .. 6 m.	6 m.	150	43	5	2	all	none.	1	1	1	1	1	1	1 hr.....	This school was virtually closed on account of measles in the section.

## TOWNSHIP OF NORTH PLANTAGENET.

2	Victorine Millette .....	Dis.....	Que..	5	225	45	5	41	18	22	1	1	1	1	1	1	3	none.	Only 2nd Reader and Part II. classes present. Parents object to buy two sets of books. Pupils very backward in English.
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TOWNSHIP OF NORTH PLANTAGENET.—Continued.

NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.				Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction during school hours.	REMARKS.
	Class of Certificate.	Where educated.	Has taught.	Salary.	Number of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
{ Moise Lefebvre, Pr. Malvine Villeneuve, Ass't.	Dis....	H.S..	9 yrs.	\$ 505	101	7	74	all.	none.	1	1	1	1	1	Ar., Geo., His. Dr.....	5 3	none.	All the instruction is given in English in the senior division. One hour is given daily to French reading and French grammar. This school is quite equal to a first class English school. Within the past four years seven of its pupils have taken teachers' certificates, four have passed the entrance examination, and one has passed the civil service examination. Of these only two were English children. Six pupils expect to attend the next entrance examination.
	"	P.S..	4	160	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	15 min..	English is now taught much more than formerly. Pupils did
4 Arthime Lemery .....	O. C. B. Que..	31	225	70	none.	44	42	28	1	1	1	1	1	1	.....	.....	.....	English is now taught much more than formerly. Pupils did



{ M. Belanger Miss Smith		3rd	P. S.	19	450	161	41	115	all.	none.	1	1	1	1	1	Ar., Geo., His. Dr.	4 3	none.	In this school there are two French divisions, and one English. The latter is taught by an English teacher all the time, and the French divisions are taught half the time by a French teacher, and half the time by an English teacher. The examination of the French classes showed very satisfactory results in English. The English division was not examined.
7 Elizabeth Rochon		Dis.	P. S.	3	200	35	none.	24	all.	none.	1	1	1	1	1		2	30 min.	Second and third classes did well; were quick to understand and speak English. First Book classes knew scarcely any English.
8 { Marie Leduc, Pr. Josephine Proulx, As't.		" "	Ot'wa Que.	10 4	275 175	41 107	" "	25 75	all "	none. "	1 1	1 1	1 1	1 1	1		2 4	none. "	Pupils in senior fourth class were making very good progress--scarcely inferior to English children. In the junior division, pupils were rather backward, but were making progress.
12 Angeline Paiement		Per	"	2	225	68	5	51	36	27	1	1	1	1	1		1	"	School doing satisfactory work.
13 Griselde Enard		"	P. S.	2	200	25	2	11	all.	none.	1	1	1	1	1		1½	"	Pupils read and translated very well.
15 Marie Regimb. I.		"	Que.	4	155	42	none.	30	22	20	1	1	1	1	1		1	2 hrs.	Pupils very backward in English; had made very little progress.

## TOWNSHIP OF SOUTH PLANTAGENET.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.					CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.				Other English text-books used.	Hours.	Time given daily to teaching in the English language.	Time given daily to religious instruction.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Yrs	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.			
7	Marie LaRose .....	Dis....	P. S..	1	225	\$	40	none.	21	12	28	1	1	1	1	.....	1	none.	Pupils knew scarcely any English.
8	Emma Grant .....	"	Que..	3	200		64	15	36	35	14	1	1	1	1	.....	2½	30 mins.	Only junior classes present, and these knew very little English.
9	Caroline Seguin ...	Dis....	Que..	12	235		58	none.	35	all.	none.	1	.....	1	.....	.....	4	20 min.	Pupils knew scarcely any English.
11	Albina Rousselle .....	Per ...	"	3mo	175		34	2	16	12	20	1	1	.....	.....	.....	1½	30 "	Pupils could read a little and understood simple sentences in English.
12	Antoinette Gauthier .....	Dis....	P. S..	2	180		35	none.	25	22	13	1	.....	1	.....	.....	½	15 "	Pupils knew only a few English words.





## VILLAGE OF L'ORIGINAL.

NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.				Other English text-books used.		Time given daily to teaching in the English language.	Time given daily to religious instruction.	REMARKS.
	Class of Certificate.	Where educated.	Has taught.	Y's	No. of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.	Gr. Ar.	Hours.	none.	none.	
{ Alexandre Lalonde..... { Evangeline Benoit .....	Dis.....	Que..	Y's 9	\$ 300	44	none	41	all	none.	1	1	1	1	1	Gr. Ar.	4	none.	none.	Senior division - Most of the pupils did very well in English, but some were quite backward. The general standing of the division in Geography, Grammar, etc., was very low. Junior division - Pupils were making some progress in English but were backward. There is a Protestant Separate School here which English speaking children attend.
	Per.....	Ot'wa	14	160	42	2	36	17	23	.....	.....	.....	.....	.....	.....	2	.....	.....	

In addition to the French schools here reported on there are 4 others, viz., Numbers 3 Cambridge, 16 Clarence, 7 Longueuil, and 15 Alfred. Of these, the first two were closed for the remainder of the half year, and the last two were closed temporarily. The teacher of the last mentioned school was met by us, and statistics of the school obtained as given in the table. There are also four or five schools in which there are some French pupils who receive instruction in reading and grammar in the French language, but as these schools are taught by English teachers and are under the supervision of the English inspector, Mr. Summerby, we did not think it necessary to visit them.

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# SCHEDULES.

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WESTERN COUNTIES.

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# COUNTY OF ESSEX.

## TOWNSHIP OF ANDERDON.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.					CLASSES IN ENGLISH READERS. "1" indicates that there is a class.					Other English text-books.	Time given daily to teaching in hours.	Time given daily to religious instruction during school hours.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
2	Albert Bondy .....	3rd.....	Sand. Col.	15 yrs.	\$ 440	66	none	58	42	24	1	1	1	1	1	full set	3	10 mins.	Fourth class did well in all branches, and spoke English well. Second class good in English. First class not far advanced. Neighborhood French, and children seldom hear English spoken outside of school.
6	Antoine Vernetto .....	3rd.....	H. S.	20	400	85	13	48	30	42	1	1	1	1	1	full set	4½	about 5 mins.	English is mainly the language of the school. Pupils did exceedingly well in all branches and spoke English well.
8	Thomas N. Lee.....	II.....	H. S.	6½ yrs.	425	76	19	61	all but 2 or 3	.....	1	1	1	1	1	full set	5	none	Pupils did very well in English in all classes. English speaking teacher.

Number of School Section.



1	Joseph Bondy	III.	H.S.	2	500	87	2	60	30	55	1	1	1	1	1	1	Gr., Geo., Ar.	4	10 mins.	Pupils were rather below the average in English.
3	Louis Dorais Odele Neveux	III. Per	Que. P.S.	2½ 3	500 100	31 77	15 28	28 64	all. 39	none. 10	1	1	1	1	1	1	full set.	4½ 3	none.	Senior Division — Excellent in English and in all other subjects; 2 pupils will go to the entrance examination. Junior Division — Pupils did remarkably well; school-house a model of neatness and convenience, much superior to ordinary school-houses and the best we have seen.

TOWNSHIP OF ROCHESTER.

3	Maurice Renaud Cordelia Girard	III. Per	H.S.	3	400 100	90	none.	70	42	48	1	1	1	1	1	1	Gr., Ar., His., Ol.	3 3	20 min. " "	Pupils backward in English.
5	Ella Healy Emma Dubuc	III. Per	H.S. Que.	1½ 20	400 300	46 81	3 8	42 68	all. 6	none. 67	1	1	1	1	1	1	full set.	4½ 1	none. 30 mins.	19 French pupils in senior division do not learn French by request of parents. All the pupils in the senior division passed a very satisfactory examination in English and in all other branches. In the junior division, pupils are getting on slowly with English.

# TOWNSHIP OF ROCHESTER.—Continued.

NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READERS.				REMARKS.
	Class of Certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.	
			yrs.	\$											
6 Joseph Ducharme .....	III.....	H.S.....	5	400	83	9	38	49	25	1	1	1	1	1	Time given daily to teaching in English. 3 hours. usually after school. Pupils are making fair progress in English.

## TOWNSHIP OF SANDWICH EAST.

1 Mary McAuliffe .....	III.....	H.S.....	7	450	63	9	50	all	none	1	1	1	1	1	full set all day none English is the language of the school. Only eight pupils in this school learn French. All classes did very well indeed in all the branches — could scarcely distinguish this school from an ordinary English school.
2 Philomene Girardot.....	III.....	H.S.....	1½	325	29	5	25	15	9	1	1	1	1	1	Some of the pupils did very well, others who had attended irregularly, did poorly.

3	Eugene Gignac .....	III .....	H.S. ....	2½	400	67	10	58	23	35	1	1	1	1	1	1	Gr., Gog., Ol.	3	15 min.	Pupils not very proficient in English.
4	John Dugal, assistant absent through illness.	III .....	Que .	14	450	152	7	115	35	110	1	1	1	1	1	1	Ar., His., Ol.	3	none	The pupils in the junior division, and twenty-one in the senior division do not learn English. All of the above are in the First and Second French readers. French is mainly the language of the school. Pupils quite backward in English.
5	Albert Adam .....	III .....	H.S. ....	2½	500	58	13	48	30	15	1	1	1	1	1	1	full set...	2	15 min.	All the classes did unusually well in all subjects. Three pupils are going up to the entrance examination.
9	Delphine Gignac .....	III .....	H.S. ....	3	330	38	None.	35	15	23	1	1	1	1	1	1	Ar., Gog., Gr.	3½	20 min.	Pupils did very well in English, but were backward in other subjects.

TOWNSHIP OF SANDWICH WEST.

1	Eli Benneteau .....	III .....	Sand. Col.	20	450	61	None.	44	32	29	1	1	1	1	1	1	1	full set ..	4	30 min.	Third and fourth classes did very well in English. Three pupils are going to the entrance examination. Junior classes backward.
2	Philomene Curier .....	III .....	P.S. ....	18	375	38	5	30	18	15	1	1	1	1	1	1	1	full set...	3	10 min.	Pupils understand English well. English and French used equally in the school. Classes backward in the general work of the school.

TOWNSHIP OF SANDWICH WEST—Continued.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READERS.				Time given daily to teaching in English.	Time given daily to religious instruction during school hours.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.			
3	Elizabeth Parent.	III	H.S.	1½ yrs.	\$ 350	61	11	47	18	32	1	1	1	1	1	4 hours.	30 min.	First, second and third, classes spoke English very well. English mainly the language of the school.
4	Carrie Predhomme.	III	H.S.	3	300	36	6	19	9	21	1	1	1	1	.....	1½	10 min.	Language of school chiefly French. Nearly all who do not learn English are in the French primer. Senior pupils had a good knowledge of English. Juniors were making fair progress.
6	Alfred Beneteau.	III	P.S.	10	385	75	none	64	33	42	1	1	1	1	1	3½	15 mins.	Fourth class did well, nine going to entrance examination. Second class rather backward. First class making a good beginning in English.



8	Marie Renaud.....	III .....	H. S..	3	325	48	none	38	35	13	....	1	1	1	1	....	full set Ollendorf	3	30	"	Pupils rather backward in English. Lowest class making a fair beginning.
9	Ulrich Nantais .....	III .....	H. S..	4½	300	39	10	26	12	17	1	1	1	1	1	....	full set	5	15	"	English is the language of the school. All the classes did well.

## TOWNSHIP OF TILBURY WEST.

1	{ Marie Lesperance..... Louise Quennville .....	III .....	H. S..	2½ 6 m.	150 350	104	4	54	47	53	1	1	1	1	1	1	full set	3 1	20	"	Pupils very backward in the several branches, but could speak English fairly well. Junior division knew very little Eng- lish. Language of the school chiefly English in the senior division, French in the junior.
2	Emil Doyer .....	Per.....	Que..	6	400	63	3	32	36	24	1	1	1	1	1	1	Arithm'tic Ollendorf	2	none		Third and fourth classes did well in English and in all other sub- jects. Second class not present. First class beginning to use English with some readiness.
3	Margaret Campbell.....	II .....	H. S..	4	325	60	25	39	19	16	1	1	1	1	1	1	full set	all day	"		English the language of the school. Pupils were making good progress.
6	Michel Belleau .....	III .....	Que..	24	375	71	2	50	27	42	1	1	1	1	1	1	full set	3	15 mins.		Pupils were decidedly backward in English and in all other sub- jects.

TOWNSHIP OF TILBURY WEST—Continued.

NAME OF TEACHER.	TEACHERS.				PUPILS.					CLASSES IN ENGLISH READERS. "1" indicates that there is a class.					Other English text-books.	Time given daily to teaching in English. hours.	Time given daily to religious instruction during school hours.	REMARKS.
	Class of certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
R. L. Poliquin .....	Per.....	Que...	3 yrs.	\$ 375	74	19	36	22	33	1	1	1	1	1	full set except History	5	15 mins.	Pupils passed an unusually good examination in English and all other subjects.
Alfred La Charite .....	III ....	H. S.	1 1/2	350	71	none	65	24	47	1	1	1	1	1	.....	3	none	All the pupils were backward in English. French the language of the school.
Jean Simard .....	Per ....	Que...	3	400	59	5	32	24	30	1	1	1	1	1	Geog., Gr. Ollendorf	3	15 mins.	Pupils understood English when addressed, read and spelt well, but were slow to speak English.

TOWN OF SANDWICH.

Albemy Bondy .....	III ....	H. S.	6	500	47	10	45	all	none	.....	.....	.....	1	1	full set	5	none	Senior division — All the classes did well in English, and spoke the language fluently
Martha Girardot .....	III ....	H. S.	5	350	82	18	65	26	38	1	1	1	.....	.....	.....	2 1/2 hrs..	10 mins.	



COUNTY OF KENT.  
TOWNSHIP OF DOVER.

NAME OF TEACHER.	TEACHERS.				PUPILS.					CLASSES IN ENGLISH READERS.				Other English text-books.	Time given daily to teach in English. hours.	Time given daily to religious instruction during school hours.	REMARKS.
	Class of certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.			
3 { Mary Mahony ..... Me. Clontier .....	II..... Per .....	Lor. Con. P.S. ....	3 5½	\$ 300 200	37 48	none "	31 45	all ....	none 48	1 ....	1 ....	1 ....	1 ....	1 ....	full set .....	25 min. 15 "	Senior division. Pupils as a rule speak English as well as French and give evidence of very careful teaching in all subjects. Pupils in junior division do not begin English until they are promoted to senior division.
4 Josie Valade .....	III.....	H.S. ....	6mo	325	49	8	28	25	16	1	1	1	1	1	full set	5 none	English speaking teachers who can also speak some French. A few of the pupils understand English very well, but the school is backward in English and in all other subjects.



7	Mary Kelly .....	III.,.....P.S. ...	1½	325	26	none	25	21	1	1	1	1	1	1	full set	5	30 min.	English speaking teacher who speaks French. English is the language of the school. All the classes did very well.
9	T. S. Sylvain.....	Que.....	5	400	89	2	79	49	38	1	1	1	1	1	Ar., Ol.	4	15 min.	Pupils read and spelt fairly well, but were very backward in the use of Engl'h. School very much crowded. Teacher has quite too much work to do.
13	Victor Cloutier .....	Sand. Col.	5	430	55	15	49	all.	no e.	1	1	1	1	1	full set.	5	10 min.	Pupils did very well in English and in all subjects.

## COUNTY OF SIMCOE.

## TOWNSHIP OF TINY.

6	Denis McNamara .....	H.S. ....	8	500	46	22	27	all.	none.	1	1	1	1	1	1	full set.	all day	none.	This is virtually an English school, with a teacher who does not speak French. The French pupils understood and spoke English fairly well, but showed no marked superiority over those who have French teachers. Inspector states that this school was taught by a French teacher until 5 years ago, and that a French assistant was employed until this year. Teacher says that his inability to speak French is a drawback in teaching the French pupils.
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TOWNSHIP OF TINY—Continued.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.					CLASSES IN ENGLISH READERS. "1" indicates that there is a class.					Other English text-books.	Time given daily to teaching in English. hours.	Time given daily to religious instruction during school hours.	REMARKS.
		Class of certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
13	J. A. Archambault .....	III. Co. Que..	Que..	10 yrs.	\$ 400	63	1	61	39	23	1	1	1	1	1	..	3	none.	3rd and 4th classes understood English well. Pupils in 2nd class read and spelt well, but were "slow" to understand and speak English. 1st class simply knew a few English words, but could speak no English. Inspector states that English has been taught but 5 years in this school.
17	Narcisse Blanchard .....	III. Co. Que..	Que..	27 yrs.	400	44	14	34	26	4	1	1	1	1	1	Geog., Ar.	3½	none ..	Pupils could read and spell well, but could not understand or speak English readily, were very backward in other subjects.

19 Charles Picotte .....	III. Co. Que..	39	300	45	5	40	32	8	1	1	1	1	1	1	Ar., Ol.	3	none ..	Pupils did very well in English, and gave evidence of careful teaching. This school was established three years ago and many of the pupils had never been at school before that time.
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# SUMMARY OF SCHEDULE.

	No. of schools visited.	Additional departments visited.	Total number of schools & departments.	No. of pupils on roll.	No. of French pupils on roll.	No. of English-speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Average time given daily to English.	No. of schools using full set of Ontario Readers.	No. of schools using I., II. and III. Readers only.	No. of schools using I. and II. Readers only.	No. of schools using I. Reader, Parts I and II. only.	No. of schools using Part I only.	No. of schools supplied with full set of English Text-books.	No. of schools using Public School Geography.	No. of schools using Public School Grammar.	No. of schools using Public School History.	No. of schools using Public School Arithmetic.	No. of schools in which religious instruction is given during school hours.	No. of schools in which religious instruction is not given during school hours.	Min.	Average time given daily to religious instruction during school hours.
Counties of Prescott and Russell.....	58	11	69	3577	3346	231	2228	2652	694	2	12	16	19	7	4	1	7	8	5	7	31	27	33	
County of Essex.....	30	10	40	2390	1932	458	1863	1081	851	3½	26	4	.....	.....	.....	18	25	24	21	25	22	8	17	
Township of Dover.....	5	1	6	304	279	25	257	172	107	4½	5	.....	.....	.....	.....	4	4	4	4	5	4	1	19	
Township of Tiny.....	4	.....	4	198	156	42	162	121	35	3½	4	.....	.....	.....	.....	1	2	1	1	3	.....	4	.....	
Total.....	97	22	119	6469	5713	756	4510	4026	1687	3½	47	20	19	7	4	24	38	37	31	40	57	40	23 Ave.	



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V.—LIST OF FRENCH AND GERMAN SCHOOLS—MR. CRAIG'S MOTION.

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On Friday, the 8th day of March, 1889, Mr. T. D. Craig, Member for the East Riding of Durham, moved the following resolution :

“That there be laid before this House a return shewing the number and location of Public Schools in Ontario in which any language other than English is used in the work of teaching, either wholly or in part. A list of text books in any language other than English used in such schools. The total number of scholars attending each of such schools. The number of scholars in each of such schools using text books in any language other than English. The number of teachers in such schools who cannot use the English language in teaching.”

In reply to the above the following return was brought down :

RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used in the work of teaching, either wholly or in part; a list of text-books in any language other than English used in such schools; the total number of scholars attending each of such schools; the number of scholars in each of such schools using text-books in any language other than English; the number of teachers in such schools who cannot use the English language in teaching.

COUNTY.	Name of Inspector.	Number and Location of Public School.	Is any language, other than English, used in the work of teaching, either wholly or in part?	List of text-books in any language other than English used in such school:	Total number of scholars attending such school.	Number of scholars in such schools using text-books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
Bruce, E. ....	W. S. Clendening ..	1, Carrick & Culross 2, " " 1, Carrick .. 4, " "	German .. " " "	Catholic Sch. Readers .. " " "	261 101 66 116	261 101 66 116	None. " " "
Carleton .....	A. Smirle .....	15, Gloucester .....	Yes! French is the language chiefly used in this school. English is also taught.	Montpetit Readers with Grammar and Exercises corresponding by F. P. B. B. Commercial Arithmetic by Ch. Brothers. Object lessons by G. B. Cloutier, N.S., Quebec. History of Canada by Garneau. History of England by Drioux. Dictionary by Larousse.	92	69	Miss Rabeau teaches English fairly well; but her assistant cannot.
		26, Gloucester .....	"		63	63	None. Miss Schaffer can use the English language fairly well.
N. Essex .....	Theodule Girardot ..	1, Sandwich East ..	In part French .....	Series of French Readers of Montpetit, French Grammar by F. P. B. Nouveau Cours de Langue Anglaise.	67	26, Junior Class, 1st Book.	None.
		2, " "	"	"	48	20	"
		3, " "	"	"	62	32	"
		4, " "	"	"	128	66	"
		5, " "	"	"	65	24	"
		9, " "	"	"	38	18	"

S. Essex .....	D. A. Maxwell .....	1, Sandwich West..	"	"	"	60	80	"	"
		2, " "	"	"	"	45	20	"	"
		3, " "	"	"	"	69	30	"	"
		4, " "	"	"	"	50	20	"	"
		6, " "	"	"	"	66	30	"	"
		8, " "	"	"	"	50	20	"	"
		9, " "	"	"	"	32	8	"	"
		10, " "	"	"	"	75	20	"	"
		3, Rochester	"	"	"	91	60	"	"
		6, " "	"	"	"	75	19	"	"
		1, Maidstone	"	"	"	86	40	"	"
		3, " "	"	"	"	91	11	"	"
		1, Tilbury West	"	"	"	118	43	"	"
		2, " "	"	"	"	75	28	"	"
		3, " "	"	"	"	60	15	"	"
		6, " "	"	"	"	71	25	"	"
		7, " "	"	"	"	65	15	"	"
		10, " "	"	"	"	70	40	"	"
		11, " "	"	"	"	72	40	"	"
		2, Sandwich Town.	"	"	"	138	48	"	"
		Belle River Village.	"	"	"	139	57	"	"
		2 & 5, Anderdon...	French in part.	.....	Montpetit Series.....	85	85	But all read	None.
Glengarry .....	D. McDiarmid ..	6, " "	"	.....	"	91	60	English.	"
		8, " "	"	.....	"	133	100	"	"
Kent, West .....	W. M. Nichols .....	12, Lochiel .....	French in part.	.....	French Readers by	63	27	None.	None.
		3, Dover .....	French, part of the time.	.....	Montpetit.	103	83	83	None.
		4, " "	"	"	"	62	43	43	"
		7, " "	"	small	"	45	6	6	"
		9, " "	"	most	"	74	64	64	"
		13, " "	"	half	"	48	36	36	"
Prescott and Russell.	W. J. Summerby...	2, Alfred .....	Yes; French in part.	.....	Nouvelle Série de Livres	53	53	53	"
					de Lecture Gradué par				
					Montpetit. Non-				
					veau Cours de Langue				
					Anglaise selon la				
					Méthode d'Ollendorff;				
					Grammaire par Robert;				
					Composition par Rob-				
					ert; Arithmétique Com-				
					merciaux des Frères;				
					Geographies des Frères;				
					Historie d'Angleterre				
					par Toussaint. Traité				
					de Lecture à Haute				
					Voix par Lagace.				

\* Besides the books above named Lectures Instructives et amusants (manuscript) and La Grammaire Française par F. P. B. are used in some of the schools.







RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used, etc.—*Continued.*

COUNTY.	Name of Inspector.	Number and location of Public School.	Is any language, other than English, used in the work of teaching, either wholly or in part?	List of text-books in any language other than English used in such school:	Total number of scholars attending such school.	Number of scholars in such schools using text books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
Renfrew .....	R. G. Scott. ....	3, Grattan .....	French partly .....	1st and 2nd Readers, French.	51	20	
		2, Petewawa .....	German " .....	1st, 2nd and 3rd Readers, German .....	33	29	
		4, Westmeath .....	French " .....	1st, 2nd, 3rd, 4th, 5th Readers, Arithmetic, Grammar for beginners, short History of Canada, French.	62	62	
Stormont .....	A. McNaughton....	16, Roxborough.....	French in part.....	I., II., III. French, Readers, by Montpetit, pub. by J. B. Rollard, Montreal. "	109	86	None.
		12, Finch .....	" .....	" .....	81	76	One teacher, inefficient in English.
*Simcoe, N.....	J. C. Morgan .....	6, Tiny .....	Yes. French in part....	Reading.....	76	37	English teacher and French Assistant.
		13, " .....	" .....	Reading books in French, Grammar and Geography.	50	50	None.
		17, " .....	" .....	Reading and Grammar ..	70	49	"
		19, " .....	" .....	Reading, Grammar and Geography.	36	34	"
+Waterloo County ..	Thos. Pearce .....	Berlin Town .....	Yes, German.....	( Ahns' First Reader, Ahns' Grammar, Ref- felt's 1st, 2nd, 3rd Readers, all pub. in New York..... )	1476	120	( These pupils study English also. )
		Preston Village .....	" .....	" .....	369	50	"
		New Hamburg .....	" .....	" .....	305	60	"
		13, Wilnot .....	" .....	" .....	242	50	"
		10, Woolwich .....	" .....	" .....	68	40	"

Waterloo Town.....	Thos. Hilliard.....	Waterloo Town.....	Yes, German is taught in one division of the nine, two hours per week. Subjects, reading and writing, translation of German into English, and vice versa. N.B. — English is the vehicle of instruction throughout.	French Readers of Montpetit, French Grammar by F. P. B.	450	112	None except 1st and 2nd Readers used.	None.
Windsor Town.....	Theodule Girardot, Inspector N. Essex Reports.	The R. Catholic Public School.	Yes. French.	French Readers of Montpetit, French Grammar by F. P. B.	450	112	None except 1st and 2nd Readers used.	None.
W. Bruce and Town of Kincardine....	A. Campbell.....	.....	No.	None.	None	None.....	None.....	None.
Brant.....	M. J. Kelly, M.D.....	.....	There is no Public School in this County in which French or German is taught.	.....	.....	.....	.....	.....
Dundas.....	Arthur Brown.....	.....	No language but English used in any school in this County. None but English text-books used in any school in this County.	.....	.....	.....	.....	.....
Dufferin and Town of Orangeville....	N. Gordon.....	.....	No.	None	.....	.....	.....	.....
Durham and Towns of Port Hope and Peterboro'.....	W. E. Tilley.....	.....	"	"	.....	.....	.....	.....
Elgin.....	W. Atkin.....	.....	"No such schools in Elgin County."	.....	.....	.....	.....	.....
Frontenac.....	Wm. Spankie.....	.....	None	None	.....	.....	.....	.....
Grenville.....	Geo. Blair.....	.....	"In no school within my inspectorate either in the County or in the Town is any other language than English used either by the scholars or the teachers, and all the text-books are in English."	.....	.....	.....	.....	.....
West Grey and Town of Owen Sound....	Thos. Gordon.....	None.	.....	.....	.....	.....	.....	.....

\* In every school English is taught thoroughly at least half the time; although in two schools only three or four English speaking pupils are to be found.  
 + Besides the above five schools there are a few others which devote about an hour a week, some more, some less—during the winter months to a little reading; there is really so little done in these schools they should not be reported as teaching the German language.

RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used, etc.—*Continued.*

COUNTY.	Name of Inspector.	Number and Location of Public School.	Is any language, other than English, used in the work of teaching, either wholly or in part?	List of text-books in any language, other than English, used in such school.	Total number of scholars attending such school.	Number of scholars in such schools using text-books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
East Grey .....	A. Grier. . . . .	.....	No .....	No .....	None .....	None.....	None.
South Grey.....	N. W. Campbell.....	.....	None .....	None .....	" .....	" .....	" .....
East Huron .....	D. MacG. Malloch. . . . .	.....	In this Inspectoral Division English, and English only is taught. One or two of the teachers may use <i>German</i> in explaining work to junior classes, but English is the language taught, and all text-books are English.				
*W. Huron.....	Jno. E. Tom .....	7, Hay .....	One pupil is taking German for III. Class Certificate.	Text-book for III. Class German.	.....	.....	" .....
North Hastings.....	W. Mackintosh.....	5, Usborne.....	One pupil is preparing the Latin for III. Class Certificate.	Text-book for III. Class Latin.	.....	.....	" .....
South Hastings.....	John Johnston.....	.....	No.....	No.....	None .....	None.....	" .....
Simcoe.....	C. Moses.....	.....	No.....	No text-books other than English.	.....	.....	.....



Halton.....	J. S. Deacon.....	None.....	None. There is no public school in this county using other than the English language in the work of teaching.	None.....	None.....	None.
Haliburton.....	Chas. D. Curry.....	.....	None.....	None.....	None.....	None.
E. Kent.....	Rev. W. H. G. Colles.....	.....	No. There is no public school in East Kent, in which any language other than English, is taught, nor any text-book in any other than the English language.	None.....	None.....	None.
W. Lambton.....	John Brebner.....	None.....	None.....	None.....	None.....	None.
E. Lambton.....	Chas. A. Barnes.....	.....	No. There is no other language than English used in my Division, Lambton No. 1, in any subject.	".....	".....	"
Lanark.....	F. L. Michell.....	.....	English is used in every school in this County, and the text-books are those authorized by the Department of Education. Not a teacher in the County who does not teach all lessons in English. In some of the poor schools, the supply of authorized text-books is deficient, but the work is done wholly in English.	.....	.....	.....
Lennox & Addington	F. Burrows.....	.....	Nothing but English used in all the schools.	.....	.....	.....
1. Leeds.....	Wm. Johnston.....	.....	None. There are no "French" schools in my inspectorate.	None.....	None.....	None.
2. Leeds, and Town of Brockville...	R. Kinney.....	.....	No; not to any extent. All English.	.....	.....	.....
Lincoln.....	James B. Grey.....	.....	We have no school in the County of Lincoln in which any language, other than English, is used in teaching.	.....	.....	.....

\* There are many Germans in my Inspectorate but all the teaching is done in English. Many children in Hay and Stephen do not know any English when they first attend school: they then speak only German.

RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used, etc.—*Continued.*

County.	Name of Inspector.	Number and Location of Public School.	Is any language, other than English, used in the work of teaching, either wholly or in part?	List of text-books in any language other than English used in such school:	Total number of scholars attending such school.	Number of scholars in such text-books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
W. Middlesex .....	Joseph S. Carson.....	.....	.....	.....	.....	.....	.....
E. Middlesex.....	J. Dearness.....	None.....	None.....	None.....	None.....	None.....	None.....
Norfolk .....	J. J. Wadsworth.....	.....	English only, in this County.	.....	.....	.....	.....
Northumberland....	E. Scarlett.....	.....	No; no public school in which any language is taught, other than English, in this County.	None.....	None.....	None.....	None.....
Oxford,.....	W. Carlyle.....	No.....	.....	.....	.....	.....	.....
Ontario .....	Jas. McBrien.....	None.....	No.....	None.....	None.....	None.....	None.....
Peel.....	Allan Embury .....	.....	English is the language of all teachers and pupils in the schools of the County of Peel. All the text-books are in the English language.	.....	.....	.....	.....
Peterboro'.....	J. Coyle Brown.....	.....	The teaching in all the Public Schools of the County of Peterboro' is done in the English language, and there are no text-books in any other.	.....	.....	.....	.....
Prince Edward.....	G. D. Platt.....	No.....	No.....	.....	.....	.....	.....

S. Simcoe .....	Rev. Thos. McKee..	None, positively none	None	English as much as possible.	None	English text-books	None	None	None	None.
E. Simcoe .....	Isaac Day .....	Indian school on Gibson Reserve.	None	English as much as possible.	None	English text-books	13	None	None	None.
W. Victoria .....	H. Reazin .....	None	None	None	None	None	None	None	None	"
E. Victoria .....	J. H. Knight .....	None	None	None	None	None	None	None	None	"
N. Wellington .....	David Clapp .....	None	None	None	None	None	None	None	None	"
S. Wellington .....	J. J. Craig .....	None	None	None	None	None	None	None	None	"
Wentworth & Town of Dundas .....	J. H. Smith .....	None	None	None	None	None	None	None	None	"
Welland .....	Jas. H. Ball .....	None	None	There are no public schools in this County in which any language other than English is used.	None	None	None	None	None	"
N. York .....	A. B. Davidson .....	None	None	None	None	None	None	None	None	"
S. York .....	D. Fotheringham .....	None	None	None	None	None	None	None	None	"
DISTRICTS.										
Algoma .....	D. McCaig .....	101 schools in all, 111 rooms in my inspectorate.	None	No other language than English used either wholly or in part in any one of these schools.	None	Have never seen any other except the authorized text-books for public schools in a single school in my inspectorate. Know such text-books are not used.	No such schools, therefore no such scholars.	No such text-books in the District of Algoma.	Do not believe a teacher in the District can speak any other language than English, with perhaps one exception (a Miss Donahue now teaching in a school newly opened on Spanish River.)	None.
Parry Sound .....	Rev. Geo. Grant .....	None	None	No language except English is taught in any school in the District of Parry Sound. Nor in any public school in the District of Nipissing, as far as I have been able to learn, and I visited all the public schools of that district open in January, 1889.	None	No text-books are used in the District of Parry Sound except the English text-books authorized by the Education Department; nor in the District of Nipissing, as far as I could learn.	None	None	None	None.

RETURN shewing the number and location of Public Schools in Ontario in which any language other than English is used, etc.—*Continued.*

COUNTY.	Name of Inspector.	Number and Location of Public School.	Is any language other than English used in the work of teaching, either wholly or in part?	List of text-books in any language other than English used in such school:	Total number of scholars attending such school.	Number of scholars in such schools using text-books in any language other than English.	Number of teachers in such schools who cannot use the English language in teaching.
<b>CITIES.</b>							
Guelph .....	Rev. Robt. Torrance.	In this city there are 28 public schools.	No	None.....	None.....	None.....	None.
Hamilton .....	W. H. Ballard.....	20 public schools.	"	"	"	"	"
Kingston .....	W. G. Kidd.....	9	English only	"	"	"	"
London .....	J. B. Boyle .....	13	No	"	"	"	"
Ottawa .....	J. C. Glashan .....	13	"	"	"	"	"
St. Thomas .....	Jno. McLean .....	5	"	"	"	"	"
Toronto .....	Jas. L. Hughes .....	.....	"	"	"	"	"
<b>TOWNS.</b>							
Chatham .....	Rev. A. McColl .....	6 public schools.	"	"	"	"	"
Oshawa .....	S. H. Eastman .....	4	"	"	"	"	"
Welland & Niagara Falls .....	R. Harcourt.....	.....	English exclusively in every department.				



## VI.—INSTRUCTIONS TO TEACHERS AND TRUSTEES OF FRENCH-ENGLISH SCHOOLS.

In August, 1885, the Education Department adopted the following regulation for the study of English in school sections where the French or German language prevails :—

“The programme of studies herein provided shall be followed by the teacher as far as the circumstances of his school permit. Any modifications deemed necessary should be made only with the concurrence of the inspector and trustees. *In French and German schools the authorized Readers should be used in addition to any text-books in either of the languages aforesaid.*”

This regulation was supplemented by instructions issued in September of the same year, pointing out the best methods of teaching English in such schools, and although it appears from the report of the Commissioners who recently visited the French districts that the authorized Readers are used in every school, and that a laudable effort is being made by trustees and teachers to carry out the intentions of the Department with respect to the study of English, it must not be assumed that all has been accomplished that was intended by the above regulation or subsequent instructions. There is still room for improvement, particularly in the colloquial use of English. The Commissioners report that in some schools the pupils in reading the English text-books appeared to be repeating words, the meaning and use of which they did not understand. This defect in teaching should receive immediate attention. It is hoped that by following the directions herewith submitted all just cause of complaint in regard to this matter will be speedily removed.

### *Teachers should study English.*

It is very desirable that teachers not familiar with the English language should apply themselves at once to the study of English.

Not only shall the teacher conduct in the English language every exercise and recitation from the prescribed English text-books, but communication between teacher and pupil in matters of discipline, and in the management of the school shall be in English, except so far as this is impracticable by reason of the pupil not understanding English.

### *Teachers' Institutes.*

It is intended to hold annually, for some years a Teachers' Institute, similar to the one held this year, for the purpose of considering the best methods of teaching the different subjects in the Course of Study, and of organizing and managing schools—such institute to continue in session for one week. Great care will be taken to make these institutes helpful to the young and inexperienced teachers, and special attention will be paid to such difficulties as are peculiar to schools in which both French and English are taught. The masters of the Normal Schools and the other officers of the Education Department engaged in this work will be directed to give such assistance as may be necessary.

### *Model School for French Teachers.*

Under the Regulations, as they now stand, County Model Schools hold but one session in the year, and that only for the professional training of teachers. In counties where there is a scarcity of teachers qualified to teach English these schools shall hereafter hold two sessions each year, and shall in conjunction with the ordinary professional course required by the Regulations for County Model Schools, give a full literary course in English in all the subjects prescribed for District Certificates. The final examination

for certificates shall be conducted in the English language. There shall also be an examination in the French language in the subjects of reading, grammar and composition. The Board of Examiners for the county or counties concerned will be entrusted as at present, with the local administration of these schools.

### *Bi-lingual Readers.*

In order to facilitate the study of English and at the same time relieve the parents of French children from the double cost of purchasing text-books in both languages, the Education Department has authorized for the use of schools where the French language prevails, the bi-lingual readers authorized for the French schools in New Brunswick, Nova Scotia and Prince Edward Island. The names and prices of these readers are as follows :—

	Price.
First Reader, Part I. ....	10c.
First Reader, Part II. ....	15c.
Second Reader. ....	25c.
Third Reader. ....	35c.

### \* COURSE OF STUDY IN FORMS I. II. AND III.

#### *Colloquial Exercises in English.*

Pupils who have little or no knowledge of English should, on entering school, be taught the names of common objects, as those seen in the school-room, in the playground, in the street, on the farm, in the pupils' homes, articles of food, parts of the body, etc.

When a few names have been learned the pupil should be required to use them in phrases and sentences.

This course should be followed for some time before reading is begun and until the pupil has acquired a considerable vocabulary.

The new words in the reading lessons should be taught orally in this way before the lessons are read.

This plan should be followed in every form and till the pupil is able to converse freely in English.

#### *Reading.*

In Form I. the Ontario Readers, Parts I. and II., are the authorized French-English Readers, Parts I. and II., should be used.

In Form II. the Ontario Second Reader, or the authorized French-English series Second Reader should be used.

In Form III. the Ontario Third Reader, or the authorized French-English series Third Reader should be used.

In order that the pupil may fully understand the meaning of what he reads and that his vocabulary may be enlarged he should be required to give orally and in writing the meaning of English words, phrases and sentences in other English words, phrases and sentences.

Special drill in pronunciation should be given in each form. Selected passages in prose and verse should be committed to memory.

\*The "Course of Study" applies to both French and German Schools except in the matter of text-books in the French or German language.

### *Writing and Spelling.*

Form I.—Copying on slates lessons from blackboard and Reader.

Form II.—As for Form I., with easy oral exercises and dictation ; copy books.

Form III.—Writing on slates, oral exercises, dictation, writing in copy books.

### *Grammar and Composition.*

The instruction should consist of a progressive series of exercises, oral and written, in the correct use of language ; practice in sentence building ; the correction of common errors in conversation ; parts of speech and their inflections. Teachers should use especial care in training pupils to express themselves accurately in all their answers to questions.

### *Geography.*

The teacher should give his pupils a knowledge of direction and boundaries by reference to local circumstances with which pupils are familiar, such as the school house and its surroundings. Definitions as far as possible should be drawn from the pupil through his own observations of nature, or by means of blackboard illustrations. Special attention should be given to the map of the World, of America and of Canada. Map drawing should be practised in each form.

### *History.*

A few of the leading events in English and Canadian History should be impressed upon the pupils by means of conversation. Reference to the part played by the men and women whose names occur in the reading lessons should be dwelt upon by the teacher. An outline of the system of government prevailing in the country should be given to the pupils.

### *Arithmetic.*

The first four simple rules should be thoroughly mastered. Accuracy and expertness in these should be made a special object. Problems to be solved by analysis should be given. Mental Arithmetic, Compound Rules and Reduction.

### *Drawing.*

The exercises in Parts I. and II. of the Ontario Readers or the Kindergarten series of Drawing Books should be used, or the Public School Drawing Books, numbers 1, 2 and 3.

### *Directions.*

In following the course of study herein prescribed, the greater part of the pupil's time in the First and Second Forms will be occupied by colloquial exercises, and in learning to read in French and English. The course in other subjects should consist mainly of blackboard exercises and oral instruction adapted to the attainments and capacity of the pupils without a text-book. When the pupil enters the Third Form his knowledge of English should be sufficient to enable him to use all the English text-books authorized for the ordinary public school so far as the course of study makes this necessary. Teachers will, therefore, be expected so to prepare their pupils in English before entering the third form as to render this course practicable.

### COURSE OF STUDY IN FORM IV.

In the Fourth Form "*Les Grandes Inventions Modernes*," may, if deemed desirable by the trustees and the inspector, be used by pupils learning French, alternately with the Fourth Reader of the authorized series in English. Robert's French Grammar may,



under similar limitations, be used in addition to the authorized English text-books in this subject. The course of study prescribed in the Regulations for Public Schools should be strictly followed in every subject. Pupils before leaving this form, should be fit to pass the entrance examination into High Schools.

### *Time Limit.*

As the time to be devoted to the study of English in schools where the French or German language prevails depends upon the knowledge of English possessed by the pupils upon entering school, no time limit for the study of English can be fixed, the necessities of his pupils being the teacher's best guide in this matter. It shall be the duty of the Inspector, however, to see that the subjects prescribed for each form are taught efficiently and that the study of French or German does not encroach upon the time necessary to acquire a thorough knowledge of English.

### *Unauthorized Text-books.*

It appears from the report of the Commissioners already referred to that unauthorized text-books have been used in some schools. These should be removed without delay, and the School Act and regulations in this respect strictly adhered to. All text-books heretofore authorized may continue to be used by such schools as have adopted them till the 1st of January, 1891. After that date their use must be discontinued, and the text-books herein mentioned exclusively used. In order that trustees and teachers may understand their position with regard to this matter the following sections from the Public Schools Act (See Revised Statutes, 1887, chap. 225,) and the Regulations of the Department are given :—

205. No teacher shall use or permit to be used as text-books any books in a Model or Public School, except such as are authorized by the Education Department, and no portion of the legislative or municipal grant shall be paid by the Inspector to any school in which unauthorized books are used.

206. Any authorized text-book in actual use in any Public or Model School may be changed by the teacher of such school for any other authorized text-book in the same subject, on the written approval of the Trustees and the Inspector, provided always such change is made at the beginning of a school term, and at least six months after such approval has been given.

207. In case any teacher or other person shall negligently or wilfully substitute any unauthorized text-book in place of any authorized text-book in actual use upon the same subject in his school, he shall for each such offence, on conviction thereof before a Police Magistrate or Justice of the Peace, as the case may be, be liable to a penalty not exceeding \$10, payable to the municipality for Public School purposes, together with costs, as the Police Magistrate or Justice may think fit.

Section 183 says "It shall be the duty of the Inspector to withhold his order for the amount apportioned from the legislative or municipal grant to any school section where the teacher uses or permits to be used as a text-book, any book not authorized by the Department."

By Regulation 7, sub-section 9, approved in 1885, "it is the duty of Inspectors to see that no text-books are placed in the hands of the pupils except those authorized for their use. Under the disguise of being books for home study, many unauthorized text-books are introduced into the school. This should be prevented by the Inspector in the exercise of his authority as an officer of the Education Department."

### *Religious Instruction.*

As it also appears from the report of the Commissioners that religious instruction is given in some schools during school hours, and that the regulations on this subject are not generally understood, the attention of trustees and teachers is specially directed to the regulations given below. From these it may be seen that liberal provision is made for religious instruction, according to law. It should be borne in mind that in order to carry out the spirit of the law and the regulations with respect to religious instruction, emblems of a denominational character should not be exhibited in a public school during regular school hours. You will therefore see that the non-denominational character of the public school is strictly preserved, in this as in all other matters respecting religious exercises.



*Regulations with respect to Religious Exercises.*

8. The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, but the trustees by resolution may, for the purpose of affording facilities for religious instruction or for any other proper purpose, prescribe a shorter period.

200. Every Public and High School shall be opened with the Lord's Prayer and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education.

201. The Scriptures shall be read daily and systematically without comment or explanation and the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, as the trustees, by resolution, may direct.

202. Trustees may also order the reading of the Bible or the authorized Scripture Selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week.

203. No pupil shall be required to take part in any religious exercise objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire.

204. If, in virtue of the right to be absent from the religious exercises, any pupil does not enter the school room till fifteen minutes after the proper time for opening the school in the forenoon, such absence shall not be treated as an offence against the rules of the school.

205. When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the trustees to that effect in writing, and it shall be the duty of the trustees to make such provision in the premises as they may deem expedient.

206. The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school house, at least once a week, after the hour of closing the school in the afternoon; and if the clergy of more than one denomination apply to give religious instruction in the same school house, the Board of Trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination, at the time above stated. But it shall be lawful for the Board of Trustees and clergymen of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.

I confidently expect that trustees and teachers will faithfully carry out these instructions. It will give me much pleasure to render you all the assistance in my power to promote the efficiency of your schools, in order that every pupil under your care may acquire such a liberal and practical education as would fit him for the duties of citizenship in the highest sense of the term.

GEO. W. ROSS,  
Minister of Education.

EDUCATION DEPARTMENT,  
Toronto, October 18th, 1889.

TORONTO, 22nd October, 1889.

MY DEAR SIR,—I send herewith "Instructions" for Teachers and Trustees in schools where French or German is taught in addition to English. Be good enough to see that they are distributed immediately. I shall expect you to report in detail on your next visit as to every matter to which attention is called in these Instructions, but more particularly as to the extent to which English is studied, the use of unauthorized text books, and the observance of the regulations with respect to religious exercises.

I rely upon your hearty co-operation in carrying out the views of the Department in these matters.

Yours truly,

GEO. W. ROSS.

W. J. SUMMERBY, Esq.,  
School Inspector, Russell.

Similar letter sent to Inspectors Dufort, Girardot, Pearce, Alexander, Morgan, Nichols and Clendening.

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*VII.—COMMISSION ON GERMAN SCHOOLS.*

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*COMMISSION.*

Whereas, it is required by the Regulations of the Education Department that instructions shall be given in English in all the Public Schools of the Province, and

Whereas, the said Department is desirous of learning with certainty whether and how far the said Regulations are complied with or what steps should be taken for the more complete enforcement of the said Regulations, and

Whereas, by section 226 of the Public Schools Act the Minister of Education has power to appoint one or more persons as he from time to time deems necessary to report to him upon school matters,

Therefore, know all to whom these presents shall come, that I, George William Ross, Minister of Education, have hereby appointed John J. Tilley, Inspector of County Model Schools for the Province of Ontario, the Reverend Alfred H. Reynar, M.A., Professor of Modern Languages in Victoria University, and the Reverend D. D. McLeod, of the Town of Barrie, in the County of Simcoe, *Commissioners*, to visit the schools mentioned in the schedule hereto annexed for the purpose of making full and careful enquiry, by personal inspection and any other way they may deem expedient, into the teaching of English in the said Public Schools in which the German language is taught, and the observance of the Regulations of the Education Department generally by teachers, trustees and other school officers therein, and to make full report with regard to the same to the Education Department with all convenient speed.

The said Commissioners are also authorized and hereby directed to consider and report in what way the study of English may be most successfully promoted among those accustomed to the use of the German language as their mother tongue, and in conducting the said enquiry the said Commissioners are hereby empowered to exercise such jurisdiction during their personal inspection of the schools and otherwise as is conferred upon Public School Inspectors under Regulation 9 of the Education Department.

GEO. W. ROSS,

*Minister of Education.*

EDUCATION DEPARTMENT (Ontario),  
Toronto, 9th September, 1889.

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To the Hon. G. W. Ross,  
Minister of Education,  
Province of Ontario.

SIR,—We the undersigned Commissioners having received the foregoing Commission proceeded at once to the discharge of the duties therein assigned to us and have the honor to report as follows:

The schools referred to in the above Commission and visited by us are situated in the Counties of Waterloo, Perth and Bruce. They are found in districts that were settled many years ago by Germans and that are still occupied almost exclusively by people of that nationality. The original settlers came, some of them from Europe and others from German settlements in the United States. Differences of dialect are found among them, but for our purpose in speaking of the language the term German will be sufficient. When schools were first established, the children being unable to speak English, teachers familiar with the German language were engaged and German text-books were introduced into the schools. In the year 1851 when official recognition was given to French Schools in the Regulations then issued by the Council of Public Instruction, the German language also was officially recognized and a knowledge of German grammar on the part of the teachers, was allowed to be substituted for English grammar. Klotz's German grammar was authorized. For a number of years many of these schools were conducted entirely in the German language. As the surrounding districts became occupied by English-speaking people, the German language gradually gave way to the English, so that now the schools, though attended by German children and making some use of German, are practically English schools and the German language is no longer used as the medium of instruction in any of them, except so far as may be necessary to give explanation to these pupils who, on coming to school, know but little English. In the districts visited the population continues almost wholly German, but the people can generally speak English. Their children, therefore, on entering school, though speaking German at home, have in almost all cases some familiarity with the English language so that they can be taught by English-speaking teachers. While the German people recognize the necessity of having their children learn English, many of them desire that some instruction in the German language shall also be given.

#### *Teachers.*

All the teachers in the schools and departments visited have regular certificates except in S.S. No. 1, Carrick and Culross. The principal of this school has a certificate, but the assistants—three in number—are nuns and are engaged on their qualifications as Separate School teachers. Of the teachers 12 are German and 6 are English. Of the latter nearly all have some acquaintance with German and some of them can speak the language. The teachers state that their knowledge of German is of great service to them in teaching young pupils who know little or no English.

In the schools of Waterloo, Preston, Baden and Hamburg, German is taught by the first assistant. In Berlin a special teacher is engaged to teach German during the year. In No. 2, Mornington, a German assistant is employed for four months in the year.

#### *Text-Books.*

The only German text-books in use are German Readers and Klotz's Grammar.

Schatz's Readers are used in five schools, Reffelt's in eight, Ahn's in two and Reffelt's and Ahn's in two.

A Reader issued by a Lutheran Synod in the United States, and published in St. Louis, and a Reader published in Milwaukee, were used in one of the schools. Another book entitled Bible History is also used as a text-book in four schools.

Ahn's and Reffelt's Readers and the Milwaukee Reader contain no religious teaching.



The reader published by the Synod of the Lutheran Church contains some religious teaching, chiefly Bible history and elementary Christian doctrine.

The Schatz Readers and the Bible History, published for the use of Roman Catholic children, also contain religious teaching.

These text-books, though not authorized, have been introduced by the trustees or teachers as the most suitable they could find.

The authorized English text-books are used in all the schools.

### *The Use of the German Language.*

It is usually left to the parents to decide whether their children shall learn German or not. Of the 2,412 German children on the roll in the schools visited, only 602 were learning German, and of the 483 English children only 56 were learning German. The time given to the teaching of German averages  $4\frac{1}{2}$  hours per week, or 52 min. per day. The teaching of German consists almost entirely of reading and writing with some translation. German grammar is taught in only four schools. All the subjects on the Public School programme are taught in the English language and German is taught in every case as a separate subject. In a majority of the schools the pupils take German in the 2nd, 3rd and 4th classes only. In four schools the pupils begin in the lowest class. The German pupils who were learning German were quite as well advanced in their studies as those who were not learning German. The learning of German does not seem to have interfered with the progress of the pupils in English or in other subjects.

### *Religious Instruction.*

Religious instruction from the Roman Catholic Catechism is given during school hours in four schools, namely, No. 10, Woolwich, No. 1, Carrick, No. 1, Carrick and Culross, and No. 2, Carrick and Culross. Further religious instruction is also necessarily involved in the use of the Readers mentioned above, which contain religious teaching. The Lutheran Reader is used in No. 2 Mornington. The Schatz Readers and the Bible History are used in No. 10, Woolwich, No. 1, Carrick, No. 1, Carrick and Culross, and No. 2, Carrick and Culross. In No. 4, Carrick, the Schatz Readers alone are used. These schools are opened and closed both in the forenoon and afternoon with the Lord's prayer and with prayers peculiar to the Roman Catholic Church. In No. 10, Woolwich, a crucifix was found, and in No. 1, Carrick and Culross, there were found a crucifix and various images and pictures of a religious character such as are found in Roman Catholic schools. In the other schools there are no religious exercises beyond what is allowed in the regulations.

### RECOMMENDATIONS.

#### *Teachers.*

It is not necessary to recommend any special measures for providing teachers for these schools, because a sufficient supply of duly qualified teachers who can either speak German or who are somewhat familiar with that language can readily be obtained.

#### *Text-Books.*

We have to recommend that a series of German Readers be authorized for use in these schools and that the use of all other German Readers be discontinued.

As only a small proportion—about one-fourth—of the German children learn German in the schools, and as a large majority of these on coming to school understand simple English sentences, we do not deem it necessary to recommend any special provision, such as a bi-lingual series of readers, to facilitate elementary instruction in English.



*Religious Instruction.*

We have also to recommend that the attention of trustees and teachers of those schools in which the Regulations governing religious exercises are not observed, be called at once to the provisions of the law governing the same.

*General Remarks.*

In addition to the schools before mentioned there are others in which German is sometimes taught and sometimes omitted according to the prevailing desire of the people. There are also many schools, especially in Waterloo County, in which large numbers of German pupils are found, but in which the German language is not taught.

While the people retain their attachment to their mother tongue, and in many cases desire it to be taught to their children, they recognize the necessity of an English education in this country and give every encouragement to the obtaining of it.

The transition from German to English which has been going on for many years is facilitated by the similarity between the two languages, and by the fact that the German settlements are limited in extent and surrounded by English-speaking people.

As to the knowledge of English possessed by the German children on their first coming to school, there seems to be a difference of opinion. It was stated to your Commissioners that many came with no knowledge of English whatever, but we found on examination that the number of such was comparatively small, and that in most cases the pupils possessed a sufficient vocabulary of English to enable them to make a beginning in their school work. We arrived at this conclusion from the statements of the teachers and from a careful examination of the pupils who had recently entered the schools. One teacher of a large primary division in a village chiefly German stated that in a year and a half only two pupils had come to school who were unable to understand simple sentences in English. The opinion of one of the most experienced Head Masters, thoroughly acquainted with the subject, is as follows: "The number of those children of German parents who, on entering school, are entirely ignorant of the meaning of English words and sentences is exceedingly small. On the contrary, most of them fairly understand simple English speech about familiar matters, though many hesitate for some time to express themselves in English."

The earnestness and attention of the pupils were very noticeable, and their general proficiency was very satisfactory.

The superior character of the school buildings, especially in the towns and villages of Waterloo, proves that the German people take a deep interest in the welfare of their children and provide liberally for their education.

We have pleasure in stating that we were kindly received everywhere by trustees and teachers and every facility was afforded us in the investigation in which we were engaged. We desire to recognize also the valuable assistance rendered us by the Inspectors of the several Counties.

All of which is respectfully submitted.

ALFRED H. REYNAR, M. A.  
D. D. McLEOD.  
J. J. TILLEY.

October 30th, 1889.

## SCHEDULE.

As what has been said in the "general remarks," with reference to the teaching of English applies to all the schools, no special remarks on the condition of each school are necessary. Twenty-eight schools and departments were inspected by us. In graded schools the nationality of those teachers only who teach German is given.

NAME OR NUMBER OF SCHOOL.	No. on roll.	No. of German pupils on roll.	No. of English pupils on roll.	No. of pupils in attendance.	No. of German pupils who learn German.	No. of German pupils who do not learn German.	No. of English pupils who learn German.	Time given to German per week.	No. of German Teachers.	No. of English Teachers.	Schools in which religious instruction is given during school hours.	Time given to religious instruction per week.
COUNTY OF WATERLOO:												
Waterloo P. S. ....	447	371	76	403	35	336	7	3	1	1	1	8
Berlin " .....	947	745	202	851	68	677	13	12½	1	1	1	12½
Preston " .....	249	173	76	212	50	123	17	2½	1	1	1	2½
Baden " .....	172	146	26	141	16	130	1	10	1	1	1	12
Hamburg " .....	238	201	37	191	35	166	5	2	1	1	1	2
Wellesley Village P. S. ....	146	138	8	135	16	122	23	2½	1	1	1	2½
No. 18 Waterloo " .....	37	35	2	26	12	23	1	1½	1	1	1	1½
" 25 " .....	16	16	.....	16	8	8	.....	2½	1	1	1	2½
" 16 Wilmet. " .....	38	38	.....	36	5	33	.....	2	1	1	1	2
" 10 Woolwich " .....	42	42	.....	40	19	23	.....	2	1	1	1	2
COUNTY OF PERTH:												
No. 2 South Easthope " .....	26	26	.....	18	.....	26	.....	1	1	1	1	1
" 5 " .....	33	30	3	15	10	20	.....	2	1	1	1	2
" 8 " .....	56	52	4	54	21	39	.....	.....	1	1	1	.....
" 2 Mornington " .....	65	39	26	56	.....	.....	.....	.....	.....	.....	.....	.....
COUNTY OF BRUCE:												
No. 1 Carrick " .....	43	43	.....	34	22	21	.....	3	1	1	1	3
" 4 " .....	74	69	5	53	37	32	1	6½	1	1	1	6½
" 1 Carrick and Culross " .....	191	191	163	163	191	.....	12	5	1	1	1	5
" 2 " .....	75	57	18	67	57	.....	.....	3	.....	.....	.....	3
Total.....	2895	2412	483	2511	602	1810	56	average. 4½	12	6	4	average. 1½

In S.S. No. 2, Mornington, German is taught only during the winter term. In No. 2, South Easthope, German was not taught at the time of our visit, but a class was about to be formed. No. 4 Logan and No. 11 Wellesley were also visited, but we found that German had not been taught this year.

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VIII.—EXTRACTS FROM EDUCATION DEPARTMENT REPORTS.

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*County of Waterloo, 1854. Page 118.*

MARTIN RUDOLPH, Esq., Wilmot, writes :

"A great drawback for our schools too, is, that our children have to learn two languages, the *German* and the *English*; and well qualified teachers in both languages are few, seeing that they can earn more in any other vocation than that of school teaching. An English teacher who is not acquainted with the German language will meet here with a great many difficulties, as the most of our children speak the German language in their families, and he is not able to make familiar explanations to them. A German teacher who teaches the German language only is of very little use, as it would be unwise to educate children in a country without a knowledge of the language of that country."

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*County of Russell, 1856. Page 130.*

The Rev. PETER LINDSAY, Cumberland, writes :

"During 1856. . . . A great many *French Canadians* attended one of the schools; they made excellent progress in the English branches, and I consider it a great advantage to them to be thus situated."

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*County of Bruce, 1856. Page 136.*

JOHN ECKFORD, Esq., Brant, Carrick, writes :

"I may in a few words, notice the Roman Catholic Separate Schools in Carrick. *German* is the only language taught or spoken. I have urged the necessity of English instruction, at least, in conjunction therewith, and the force of my remarks have been acknowledged and may lead to improvement. I have seldom seen children progress more rapidly than those in this school."

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*County of Russell, 1857. Page 150.*

The Rev. JOHN EDWARDS, Clarence, writes :

"The average of the general population who can neither read nor write is (as you will see from my report) large. This arises from the circumstance of a great many *French Canadians* having settled here within a few years past, the greater part of whom have grown up destitute of these valuable acquirements. . . . One new school section has been set off this year and others will be so ere long. The French Canadian children who live near attended and made good progress."

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*County of Prescott, 1858. Page 6.*

HUMPHREY HUGHES, Esq., Alfred, writes :

“ Although some families have been here more than thirty years, by far the greater part are new settlers,—chiefly *French Canadian*—who heretofore have been very careless about the education of their children, but I am happy to say are now becoming quite anxious on the subject. . . . The French people are becoming more acquainted with the school system and like it better.”

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*County of Perth, 1860. Page 188.*

The Rev. THOS. MACPHERSON, Easthope, North and South, writes :

“ The reason of so many children of school age, in these townships not attending school, is the fact that a large proportion of the inhabitants speak the *German* language. It is very difficult to get suitable teachers for these schools and several of the teachers employed are very imperfect in the knowledge of the *English* language.”

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*County of Prescott, 1861. Page 159.*

HUMPHREY HUGHES, Esq., Alfred, writes :

“ I am sorry to say that the schools in this township are not making that proficiency that I would desire. One great impediment is the greater part of the population are *French Canadians*, who are continually changing places. They do not remain long enough in one locality for their children to be benefited by the schools. Another reason why they are not more benefited is because they employ cheap teachers. They are easily pleased with a teacher if he or she can teach the catechism, etc. I have been trying to persuade them to employ English teachers and have their children learn English and then they can use the national books. Several of them are now anxious for the change.”

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*County of Waterloo, 1861. Page 186.*

The Rev. J. McMECHAN, Waterloo, writes :

“ As the Department is aware most of our children speak the German language in their homes and this circumstance stands very much in the way of progress in good general English education. I have opportunities . . . of learning the great difficulties that, from time to time, arise by reason of our board granting German certificates. I think these should be abolished. I would respectfully urge upon the Department the desirability of having all teachers in this county and elsewhere throughout the western province capable of speaking, writing and teaching the English language—the language of our legislature, of our judicature and of our general commercial transactions. The permission of a contrary course tends, in my opinion, to retard progress in the education and amalgamation of different nationalities into a homogeneous people.”



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*County of Perth, 1861. Page 189.*

The Rev. E. F. A. KAESSMAN, Easthope, South, writes :

"In Upper Canada there are at present a large number of *Germans*, as you may see by the last census. All are desirous of maintaining the German language and therefore require *German-English* schools. Amongst the arguments for this object I mention only the following :—1. By exclusively English schools the people will be alienated from their Church, fall generally into indifferentism and lose all moral restraint; such individuals do not make good citizens. 2. Parents lose their influence upon their children as they are not able to read with them the Word of God at family worship; and 3. In case of sickness children are not able to read the blessed Book to their disabled parents.

"I believe these arguments illustrate the necessity for *German-English* schools. From this now arises the importance of having well-selected books for reading, like the National Reading Books. We must do all we can to educate loyal subjects; but we can do this only if we have books in our schools in which such principles are laid down as to create attachment to our beloved Queen. Now, would you support the introduction of such German reading books?"

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*County of Prescott, 1869. Page 53.*

ALEX. McLEAN, Plantagenet, South, writes :

"There are some other causes which operate against the progress of education, the greatest of which are the following :—The low standard for the qualification of teachers and employing teachers who can only, and that very imperfectly, teach in French, in sections whose inhabitants have for the most part their business transacted in the English language."

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*County of Prescott, 1868. Page 5.*

The Rev. W. LUMSDEN, M.A., Caledonia, Hawkesbury, West, and Hawkesbury Village, writes :

"Lastly, the use of English in the schools is the hope of one who hears *Gaelic* and *French* as frequently as English as the common vernacular of the population."

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*County of Essex, 1870. Page 15.*

THÉODULE GIRARDOT, Esq., Sandwich, writes :

"In six schools, the pupils being *French*, that language is taught with the English."

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Mr. Steele, in the same report, page 73, speaks of the "mixed nature of the population, *three* languages being spoken in some schools, viz., the English, French and Gaelic; and *two*, the English and French, in very many."

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*County of Essex, 1872. Page 99.*

THÉODULE GIRARDOT, Esq., writes :

"I have a few schools which are not provided yet with teachers. In three of them (the population being entirely *French*,) the *French* is acquired along with the English. . . . Four or five years ago two nice brick buildings were erected on beautiful spots in Sandwich, over an acre each and neatly fenced ; one for the use of the *French* population and the other for the English."

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*County of Russell, 1874. Page 26.*

Rev. THOS. GARRETT, writes :

"Many of the schools are half English, half *French* as to language, and rarely in such schools do we find the ideal teacher in charge."

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*County of Essex, 1876. Page 117.*

TH. GIRARDOT, Esq., writes :

"Some years ago the number of qualified teachers able to teach both *French* and *English* in those schools situated among the *French* population of this county, was limited. Now, I am pleased to say that the number of our teachers, in general, is increasing every year."

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*District of Nipissing No. 1, Nattawan. 1876.*

Rev. E. H. JENKINS, M.A., writes :

"Three languages prevail amongst the pupils, viz. : *French* which predominates, *English* and *Indian*. And as long as this difficulty exists, the teacher who undertakes to teach English subjects, must encounter a very serious obstacle in the way of progress and efficiency."

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*County of Russell, 1877. Page 18.*

Rev. THOS. GARRETT writes :

"Of the twenty special certificates a very large portion are held by persons of some experience, principally *French* from Quebec Province. Our French-speaking population manifest a commendable readiness in providing adequate school accommodation ; but, failing any appreciable advance in the education of their children, they begin to complain and justly so of unprofitable expenditure. I exert every available effort to encourage these special classed teachers, especially those who speak *French* and *English*, to study our text-books or attend our better schools and thereby strive for the mark ; but it is only too evident, from their inability in presence of their classes in the school under charge, that they have never had a taste of fundamental training."

*Counties of Prescott and Russell, 1882. Page 117.*

INSPECTOR SUMMERBY, writes :

"FRENCH SCHOOLS.—We have now over sixty French schools. The teachers of these schools hold either temporary certificates or extensions, and are nearly all untrained. As our French population does not generally take advantage of the education offered by our High Schools, we have to depend on the Province of Quebec for our supply of French teachers, and the standard of education there is so much lower than it is in Ontario that few of them are able to pass our Third-Class examination. It is highly desirable that some provision be made for the education and training in the Counties of our French teachers."

INSPECTOR J. F. WHITE, Inspector of R. C. Separate Schools, *writes in Report for 1882. Page 131.*

"FRENCH AND GERMAN SCHOOLS.—In Waterloo County there are many sections where German is the language of both teachers and pupils. Generally, in those schools, one-half of the day is devoted to teaching in the mother tongue and the other part to English studies. In these, thanks to the energy and proficiency of their teachers, they have made very great progress, in some places doing quite as well as the pupils of schools where English alone is taught. ✓

"In several places in Essex and in the counties adjacent to the Ottawa, French is the language of the people and of the schools. Though the attention paid to their own tongue is highly praiseworthy, and the progress made therein very fair, it is much to be regretted that English, the great language of the country, is so frequently neglected. In some of the places in Eastern Ontario it is quite unknown to teachers or pupils. This necessitates the carrying on in French of the examination of the classes, and of the whole work of inspection." }

*R. C. Separate Schools, Western Division, 1884. Page 159.*

INSPECTOR DONOVAN, writes :

"In this district in nine class rooms English and French are both used, and in fourteen class rooms English and German."

*District of Nipissing, 1885. Page 56.*

No. 1 McKIM. INSPECTOR SCOTT, writes :

"The population of the place (Sudbury) is sufficiently large to support a good school but as a portion of it is French a teacher who cannot speak that language labors under a disadvantage, especially with the young children when they first come to school, most of whom do not speak English or understand it. Apart from his want of knowledge of the French language, the teacher was thoroughly competent and efficient."

*R. C. Separate Schools, Eastern Division, 1885.*

INSPECTOR WHITE, writes :

"FRENCH SCHOOLS.—In some of the counties along the Ottawa river, but chiefly in the counties of Prescott and Russell, there are several separate schools in which *French* children form either the majority or the whole of those in attendance. In general both the *English* and *French* languages are taught in all such schools. Sometimes the principal part of the studies is in English, and the subjects taught in *French* are reading, grammar, composition and religious instruction—this even when the great bulk of the pupils speak *French* as their mother tongue. In other cases the two languages receive about equal attention and sometimes the greater part of the teaching and instruction is given in *French*. However, of the whole number of teachers in these French schools—thirty—there were but two or three who were teaching exclusively in French ; nor are these, I am told, schools in which English has never been taught, but the scarcity of teachers capable of giving instruction in both languages led to the engaging of those who knew only *French*, as that is the language of all the pupils in these particular schools."

"As to these teachers' qualifications, many of them have diplomas obtained from Boards of Examiners in the Province of Quebec, several have certificates granted by the local Board in Prescott and Russell, and others have only temporary certificates. There are several difficulties to be overcome before there will be properly qualified teachers for such sections. The first is the lack of schools at which the French candidates can prepare for an examination to be conducted to a considerable extent in their own language. . . . Not alone in literary culture is an improvement needed in regard to these teachers, but in special preparation for their profession. Much good was expected to result from the training to be given in the French Model School. . . . In this school instruction in the English subjects should be given, as well as in the art of teaching ; for only when the teachers have a proper knowledge of English can we hope for it to be taught with satisfactory results."

*R. C. Separate Schools, Eastern Division, 1887. Page 137.*

INSPECTOR WHITE, writes :

"In about seventy-five departments in this division the French language is taught to a greater or less extent. There are over thirty such classes in Ottawa, the others being in rural sections. The great majority of these schools are in districts almost purely French. English is, therefore, an unknown tongue to most of the children on their first coming to school. . . . In all these schools, without a single exception, English has been taught this year. In some sections, despite the fact of there being very few, if any English supporters, the teaching of English has received by far the greater attention, and the pupils are more advanced in it than in their French studies. . . . It cannot be said that in all cases instruction given in these schools is perfectly satisfactory, for several teachers have too limited an acquaintance with English to impart it successfully to their pupils. . . . In view of the many serious obstacles in the way, it must be said that many of these schools show good results."



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*Western Division, 1887.*

INSPECTOR DONOVAN, writes :

"THE FRENCH AND GERMAN SCHOOLS.—In this division there are twelve French and Sixteen German classes, where the French and German languages respectively are more or less taught. The teachers of these schools, while instructing in reading, spelling, christian doctrine, and sometimes other subjects in the mother tongue of their pupils, faithfully follow the departmental programme of (English) studies. In spite of the additional labor involved, these schools, taken all around, are as successful as most, and more successful than some of their confreres where no language but English is used."

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*R. C. Separate School, Western Division, 1888. Page 127.*

INSPECTOR WHITE, writes :

"French is taught in thirteen departments and German in nineteen, in addition to the ordinary work in English. . . . In nearly all cases the pupil's work in English was most satisfactory, the exceptions being in a few classes of young pupils whose knowledge of spoken English was somewhat limited, as they knew only their mother tongue on first coming to school. In several of these departments the work in English compared most favorably with that in schools where but one language is found."

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## IX.—THE L'ORIGINAL CASE.

L'ORIGINAL, 13th April, 1886.

To the Honourable

THE MINISTER OF EDUCATION,

DEAR SIR,—I have been requested by a number of parties to inquire of you respecting the amendment lately added to the School Act, by which Protestant minorities were enabled to form separate schools in sections such as this—Prescott County—where the Roman Catholic population is in a majority.

I submit a question or two, hoping that you will, with your accustomed kindness, answer them. 1. Is any provision made in the Act for a division of the school building and yard where the school house is large enough to accommodate both parties? If the party separating is obliged to leave the school, do you think that in a particular case like this one in L'Original, where an \$8,000 building was erected by the Protestant population with but very little assistance—I think about one-fourth from the Roman Catholic—and the Protestants still paying the greater part of the taxes, but the Roman Catholics having the majority of votes, and having elected at the last election for trustees a full Board of Roman Catholics, that the Roman Catholics who hold the school could not be forced to divide the school, or agree to buy the Protestant interest in it or sell theirs? 3. When do the new amendments come in force as law, and can be used as such?

Hoping you will be pleased to enlighten us.

I remain, etc.,

J. HOWARD HAY.

Address—

J. HOWARD HAY,  
L'Original, Ont.

TORONTO, 20th April, 1886.

DEAR SIR,—On the subject of your letter of the 13th inst., it is the opinion of the Minister that the position of the supporters of a Protestant separate school is very similar to that of the supporters of a Roman Catholic separate school.

On the establishment of a separate school the supporters thereof become relieved from public school rates, but the law does not give them a claim for a refund of any portion of the value of the public school building erected while they were still public school supporters. The law does not provide for the holding of a public school and a separate school in the same building.

The Act passed this year was a consolidation of the law already in existence, excepting in one or two particulars, and is now in operation.

Yours, etc.

ALEX. MARLING,  
Secretary.

J. HOWARD HAY, Esq.,  
L'Original, Ont.

L'ORIGINAL, Ont., 9th December, 1886.

SIR,—I beg to hand you herewith a petition signed by the Protestant ratepayers of public school section No. 1, in the village of L'Original, respecting the public school of said section, and also with regard to the interest of a separate school for Protestants, which is shortly to be established within the municipality.

I hope you may be pleased to give the earnest prayer of the petitioners your early and careful attention.

I have, etc.,

EDEN P. JOHNSON.

Hon. GEO. W. ROSS,  
Minister of Education, Toronto, Ont.

To the Hon. GEO. W. ROSS,  
Minister of Education, Toronto.

SIR,—The petition of the undersigned Protestant ratepayers of public school section No. 1, in the village of L'Original, County of Prescott, humbly sheweth :

That at the last annual meeting for the election of trustees for this school section, the Roman Catholic ratepayers succeeded in electing all the new members, and thus obtained a controlling influence on the school board—the board immediately after the said election being composed of four Roman Catholic members and two Protestant members—the last two mentioned being respectively the chairman and the secretary-treasurer of the board.

At the first meeting held by the new board, one of the newly elected Roman Catholic members was appointed to the position of chairman and another to the position of secretary-treasurer, and very shortly afterward the board decided to employ none but French Roman Catholic teachers in the school. The school was at that time conducted by a duly qualified Protestant headmaster, a Protestant female English assistant teacher, and a Roman Catholic French assistant female teacher, all of whom were giving satisfaction in the discharge of their respective duties.

Notwithstanding the presentation to the board of a very numerous and respectably signed petition to the contrary, at the end of the then current half year, all the said teachers were discharged, and two French Roman Catholic teachers—a male and a female—were engaged to take control of the school. Mr. Campbell, the late secretary-treasurer of the board had, in the meantime, resigned his position on the board, and his place had not then, and has not yet, been filled.

The Protestant ratepayers of the section then unanimously decided that they would apply for the establishment of a separate school for Protestants, under the provisions of the Act of this Province respecting Separate Schools, but as such a school could not be legally put into operation before the commencement of the new year, it was decided in the meantime to organize a private school for the balance of the present year, and pay the necessary expense thereof with their own voluntary contributions. Such a school has been opened, and is now in active and successful operation here.

The school building is a large and commodious brick structure, which was erected in the year 1877, at an expense of about \$7,500, principally borne by the ratepayers of this

school section, and consists of a front building containing a large hall with double staircases and four good school rooms—two below stairs and two above stairs—with a wing running back from the main building containing a hall with staircase and two good school rooms—one below stairs and one above stairs—the wing having been intended for the accommodation of a high school.

Until the month of July last but three rooms had ever been occupied in the whole building; one of the lower rooms in the main building having been occupied by the pupils under the French assistant teacher, and the two upper rooms by the pupils under the head master and the English assistant teacher, respectively. During the current half year only two of the four rooms in the main building have been used,

On completion of the arrangement for the private school, application was made to the Board on behalf of the same, for permission to use one of the two unoccupied rooms in the main building, but the said Board of Public School Trustees peremptorily refused such request and the said private school has since been conducted in one of the rooms belonging to the high school part of the building, by permission obtained from the High School Trustees.

Pursuant to the provisions of the Ontario Statutes 49 Vic. Chap. 46, application has recently been made in writing to the Public School Trustee Board of this school section, for permission to establish a separate school for Protestants within the limits of this school section, and the said Board has been compelled to pass a resolution authorizing the establishment of such a school at the commencement of the incoming year.

At the time of passing the said resolution the said Board of Public School Trustees adopted another resolution declaring that the proposed Protestant separate school should not be allowed to occupy the high school building.

We are creditably informed and believe that our public school, as now conducted, is not kept in accordance with the rules and regulations, and the laws respecting public schools in this Province. That the Roman Catholic Church Catechism is regularly taught there in school hours, and that much of the time and attention of the pupils of the said school has been, and is, constantly taken up with their observance of the forms and ceremonies of the Roman Catholic Church.

A careful examination of the assessment roll of this municipality for the present year shows that the total assessment of this school section amounts to \$120,765, of which sum \$79,515 represents the assessed value of property owned by Protestant ratepayers, and the balance \$41,250 is owned by Roman Catholic ratepayers, and included in the latter amount are the properties of several prominent supporters of the existing private school, and who are known to be favorable to the establishment of a separate school for Protestants, and are likely to be supporters of such a school.

It is quite clear that the Trustees of the public school of this section will do all in their power to exclude the protestant separate school from the school building which the supporters of the latter have so largely contributed to build, and that no amicable arrangement for a division of the school building is likely to be willingly come to with them.

Therefore, your petitioners humbly pray that you may, in the judicious exercises of your official authority cause a careful investigation to be made in the management and condition of our public school with a view of guarding and protecting it against any of the objectionable features to which reference has been made, and keeping it strictly within the legitimate lines which are laid down in the code of laws respecting public schools in this Province.

And, also, that you may at as early a date as possible, take steps to secure for the Protestant separate school, which will be put into operation here at the commencement



of the approaching new year, absolute control of one-half of the said public school building for the purposes of said school.

And your petitioners as in duty bound will ever pray.

L'ORIGINAL, 1st December 1886.

JOHN MILLAR,  
M. MILLAR,  
DANIEL BUCHAN,  
WILLIAM WRIGHT,  
FREDERICK WINTERS,  
EDEN P. JOHNSON.  
JNO. O'BRIAN,  
ROBERT HALL,  
JAMES BANFORD,  
GEO. M. CUMMINGS,  
GEORGE GALE,  
ROBERT R. McEVOY,  
WILLIAM CROOKS,  
JAMES F. McEVOY,  
JOHN O'BRIAN, Jr.  
A. O'BRIAN,  
JOHN FRAZER,  
JOHN D. CAMERON,  
WATSON LITTLE,  
JOHN FAIRLIE,  
A. W. EDWARDS,  
J. L. BATES,  
NATHANIEL BATES,  
E. A. HALL,

ROBERT DONALDSON,  
P. H. McINTOSH,  
M. B. JORDAN,  
MORTIMER CUMMINGS,  
WM. BANFORD,  
S. W. WRIGHT,  
E. A. JOHNSTON, (Warden  
U. C. P. & R.)  
COLIN G. O'BRIAN,  
JOHN COCHRANE,  
JAS. UNSWORTH,  
W. S. HALL,  
JOHN CAMPBELL,  
R. G. CAMPBELL,  
ANDREW BUCHAN,  
JAMES BUCHAN,  
ROBERT HAMILTON,  
EDWIN CUMMINGS,  
FREDERICK CLARE,  
JOHN JOHNSTONE,  
JOHN FRELIGH,  
E. H. CLARE,  
DAVID HANNAH,  
J. H. HALL,

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EDUCATION DEPARTMENT,  
TORONTO, 14th Dec., 1886.

DEAR SIR,—The Minister has had under consideration your letter of 9th instant, and the accompanying petition by the Protestant ratepayers of L'Original, and he requests that you will inform him of the title under which the school building is held, and also transmit copy of the deed.

Yours, etc.,

ALEX. MARLING,  
Secretary.

E. P. JOHNSTON, Esq.,  
L'Original.

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L'ORIGINAL, 17th Dec., 1886.

DEAR SIR.—I beg to acknowledge the receipt of your letter of the 14th instant, No. 6165 C. 2, and have to state in reply for the information of the Minister that the title under which the school building is held by the Board of School Trustees of the village of

L'Original, is a deed in fee simple of the land upon which the said building has been erected. The title is perfect, and the lot not encumbered. I enclose herewith as requested, a certified copy of the deed.

Yours very sincerely,

EDEN P. JOHNSON.

ALEX. MARLING, Esq.,  
Secretary Education Department, Toronto.

THIS INDENTURE, made the twenty-fifth day of September, in the year of our Lord one thousand eight hundred and seventy-seven, in pursuance of the Act respecting Short Forms of Conveyances.

BETWEEN

John Gillies, the Elder, of Carleton Place, in the County of Lanark, in the Province of Ontario, gentleman, of the first part.

The Board of School Trustees of the Village of L'Original, in the County of Prescott, and Province aforesaid, of the second part; and

Mary Gillies, wife of the said party of the first part, made a party hereto for the purpose of barring her dower merely, of the third part.

*Witnesseth*, That in consideration of six hundred dollars of the lawful money of Canada now paid by the said party of the second part to the said party of the first part the receipt whereof is hereby acknowledged, he, the said party of the first part doth grant unto the said party of the second part, their successors and assigns, as such School Board forever, all and singular, that certain parcel and tract of land and premises situate, lying, and being in the Village of L'Original and County of Prescott, which may be known and described as follows:

Commencing at a post planted at the south-westerly corner of the parcel hereby conveyed or intended so to be, at the distance of three chains and twenty-three links on a course north sixty-three degrees thirty minutes east, magnetically from the south-east corner of that certain village lot now owned and occupied by John Wurtele Marston, lying on the east side of Wharf Street, and fronting on the Ottawa River; thence north twenty-six degrees thirty minutes west two chains and ninety links, more or less, to the high water mark of the Ottawa River; thence returning along said line to the place of commencement; thence continuing on the said course north sixty-three degrees thirty minutes east four chains and twenty-five links to a post; thence north twenty-six degrees thirty minutes west four chains and thirty links, more or less, to the high water mark of the Ottawa River; thence in a south-westerly direction against the stream along the high water mark of the said Ottawa River, to the intersection of the western boundary of the said parcel above described;

Containing by admeasurement one acre and one-half of an acre, be the same more or less, and being in all respects in accordance with the annexed plan, drawn by Robert Hamilton, Provincial Land Surveyor, and dated L'Original, the first day of September, A.D. 1877. Together also with a right of way from King Street to the south point of said hereby released premises through a continuation of Peter Street on the south side of King Street, such continuation of Peter Street at the north side of King Street to be on the same lines intended, and the same width from King Street to the said hereby granted and released premises;

To have and to hold the said hereby granted and released premises unto the said party of the second part, their successors and assigns, to and for their sole and only use forever. Subject nevertheless, to the reservations, limitations, provisoes and conditions expressed in the original grant thereof from the Crown;

The said party of the first part, covenants with the said party of the second part, that he has the right to convey the said land to the said party of the second part, notwithstanding any Act of the said party of the first part ;

And that the said party of the second part shall have quiet possession of the said land, free from all encumbrances ;

And that the said party of the first part will execute such further assurances of the said lands as may be requisite ;

And that the said party of the first part has done no act to encumber the said land

And the said party of the first part releases to the said party of the second part all his claims upon the said land ;

And the said party of the third part, wife of the said party of the first part, hereby bars her dower in the said land.

In witness whereof the said parties hereto, have hereunto set their hands and seals the day and year first hereinbefore written in duplicate.

Sealed and delivered in presence of }  
JAMES GILLIES. }

JOHN GILLIES. [L.S.]  
MARY C. GILLIES. [L.S.]

Received on the day of the date of this Indenture from the said parties of the second part the sum of six hundred dollars, being the full consideration therein mentioned.

JOHN GILLIES.

Witness, JAS. GILLIES.

COUNTY OF LANARK, } I, James Gillies of the Village of Carleton Place, in the County  
To Wit : } of Lanark, Gentleman, make oath and say :

1. That I was personally present and did see the within Instrument and duplicate thereof duly signed, sealed, and executed by John Gillies and Mary C. Gillies, two of the parties thereto

2. That the said Instrument and duplicate were executed at the village of Carleton Place.

3. That I know the said parties.

4. That I am a subscribing witness to the said Instrument and duplicate.

Sworn before me at Carleton Place, in the County }  
of Lanark, this thirty-first day January in }  
the year of our Lord, 1878. }

JAMES GILLIES.

JAMES POOLE,  
A Commissioner for taking affidavits in B. R. etc.

[A true copy.]

Given under my hand and seal of office at L'Original, this 17th day of December A.D. 1886.

[L.S.]

JOHN HIGGINSON,  
Registrar.

EDUCATION DEPARTMENT,  
TORONTO, 20th Dec., 1886.

DEAR SIR,—Your letter of 17th instant, with enclosure is duly received, and you would further oblige by stating whether any portion of the funds for the building were raised for high school purposes, or from municipal grants for such purposes, as you observe that “the wing was intended for the accommodation of a high school.”

Yours, etc.,

ALEX. MARLING,  
Secretary.

EDEN P. JOHNSON, Esq.,  
L'Original.

L'ORIGINAL, 23rd Dec., 1886.

DEAR SIR,—In reply to your letter of the 20th instant, just received, I beg to explain that the wing of the L'Original school building intended for the accommodation of a high school, although attached to the main building, is separate and distinct therefrom with reference to interior accommodation.

The wing has its own outside door and interior hall, and staircase, and there is no communication between the wing and main building from the inside. The wing cost about *one-third* of the whole, and that proportion, say \$2,500, has been provided by our high school district which for one year after the debt was incurred, consisted of the Township of Longueuil including this village. About \$600 was paid by the said township after the incorporation of this village on account of said debt, after which the township withdrew itself into a separate high school district, without duties or responsibilities respecting such a school, leaving the burden of the payment of the balance of this debt upon the reduced limit of our high school district, which is now simply the incorporated village of L'Original.

The cost of the public school part of the building—say \$5,000—has been, and is, being entirely provided by the ratepayers of School Section No. 1, L'Original—only a portion of this municipality—apart from their additional annual assessment for the debt on the high school wing.

Yours very respectfully,

EDEN P. JOHNSON.

ALEX. MARLING, Esq.,  
Secretary Education Department, Toronto.

L'ORIGINAL, 24th Dec., 1886.

DEAR SIR,—I omitted to mention to you in my letter of yesterday that one-half acre of the one and a half acre in the school lot was purchased on behalf of the high school, although the deed was executed for the whole lot in favor of the Public School Board.

The Protestant ratepayers petition is, of course, for a division of the front or main building alone.

Yours etc.,

EDEN P. JOHNSON.

ALEX. MARLING, Esq.,  
Secretary Education Department,  
Toronto.



TORONTO, 31st Dec., 1886.

MY DEAR SIR,—The Minister desires that you proceed to L'Original by way of Ottawa, where Mr. Summerby will join you (as arranged) on Monday next, in order that you may together meet the Public School Board and the promoters of the proposed Protestant separate school, with the view of arranging the matters in dispute.

It is the Minister's opinion that if the school can be preserved as a public school without the secession of the Protestants it would be very much better. If it is found impracticable to bring about a fusion, it will remain to be seen what suitable and fair arrangements can be had for the proper accommodation of the proposed separate school.

Yours, etc.,

ALEX. MARLING,  
Secretary.

J. J. TILLEY, Esq., Toronto.

Similar letter sent to W. J. Summerby, P. S. I. Prescott and Russell.

TORONTO, 21st December, 1886,

GENTLEMEN,—I am desired by the Minister to inform you that Messrs. Tilley and Summerby, inspectors, have been instructed to proceed to L'Original to meet the Public School Board and the promoters of the Protestant separate school, with the view of arranging the matters in dispute.

Yours, etc.,

ALEX. MARLING,  
Secretary.

The PUBLIC SCHOOL BOARD,  
L'Original.

Similar letter sent to the promoters of Protestant separate school.

TELEGRAM.

RUSSELL, 1st January, 1887.

Will meet Inspector Tilley at Windsor Hotel, Ottawa, on Monday at one o'clock

W. J. SUMMERBY.

A. MARLING,  
Secretary, Education.

L'ORIGINAL, 29th December, 1886.

SIR,—In compliance with the Ontario Act, 49 Vic. chap. 46, section 28, sub-section 14, I beg to hand you herewith a correct copy of the minutes of a first meeting of Protestant ratepayers of the village of L'Original, called pursuant to notice, for the purpose of appointing six trustees for the Protestant separate school of this village.

I have, etc.,

E. A. JOHNSON,  
Chairman.

Hon. G. W. Ross,  
Minister of Education, Toronto.

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MINUTES OF A MEETING OF SUPPORTERS OF A PROTESTANT SEPARATE SCHOOL, L'ORIGINAL.

Meeting held pursuant to notice in the high school building, Wednesday' 29th December, 1886, at noon.

On motion, Mr. E. A. Johnson was appointed chairman, and Mr. C. G. Brian, secretary.

The chairman read the notice calling the meeting.

1. Moved by M. Miller, seconded by John Fraser, that E. A. Hall, Robert Hamilton and Mrs. Banford, are fit and proper persons to be trustees of the Protestant separate school of the village of L'Original, for the ensuing legal term of such appointment.—Carried.

2. Moved by John Fraser, seconded by P. H. McIntosh, that E. P. Johnson, Matthew Millar and George Gale, Esquires, are fit and proper persons to be trustees of the Protestant separate school of the village of L'Original, for the ensuing term of such appointment.—Carried.

E. A. JOHNSON,  
Chairman.  
COLIN G. O'BRIAN,  
Secretary.

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RUSSELL, 8th January, 1887.

SIR,—Following the instructions contained in your letter of the 31st ultimo, I met Mr. Tilley, in Ottawa, on Monday evening last, and accompanied him to L'Original.

The result of our mission has no doubt been communicated to the Minister by Mr. Tilley.

Below I set forth a statement of my actual travelling and hotel expenses for the trip which, I suppose, the Minister will be willing to have me repaid.

I have, etc.,  
W. J. SUMMERBY,  
Inspector of Public Schools.

The SECRETARY,  
Education Department, Toronto.

Statement of expenses of W. J. Summerby, referred to in the above letter :

Railway fare, C. A. R., \$1.25 ; C. P. R., \$3.15.....	\$4 40
Stage and cab fare.....	3 00
Hotel expenses.....	4 60
	<hr/>
	\$12 00

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EDUCATION DEPARTMENT,  
TORONTO, 12th January, 1887.

DEAR SIR,—The Minister desires me to thank you for your services in the matter of L'Original, and will remit the amount of your expenses.

Yours, etc.,  
ALEX MARLING,  
Secretary.

W. J. SUMMERBY, Esq.,  
School Inspector, Counties Prescott and Russell.

TORONTO, January 10th, 1887.

Hon. G. W. Ross,  
Minister of Education, Toronto.

SIR,—Pursuant to instruction, I visited L'Original in connection with Mr. Summerby, County Inspector, and have to report as follows:—

The schools of the village formerly consisted of a public school and a Roman Catholic separate school. Some twelve or fifteen years ago the separate school was discontinued, and the trustees of the public school agreed to engage a French teacher in one of the departments for the French pupils. This has been done continuously since the abolition of the separate school. As the attendance of French pupils continued to increase, the French portion of the ratepayers demanded a second French teacher, which request was not granted. Instead of this, two English teachers were employed. One of these divisions consisted almost wholly of English children and the other mainly of French, but the English language alone was spoken in these two rooms. At the election of trustees for 1886, a majority of French trustees was chosen and the principal of the school, the teacher of the senior English division soon after resigned, and another vacancy occurred in the school. The trustees then advertised for two French teachers capable of teaching both French and English. As soon as it became known to the English ratepayers that a Catholic French teacher was to be employed to teach their children, they immediately took steps to form a Protestant separate school, and during the second half of the year engaged a private teacher for their children. The separate school has been properly formed, trustees elected, and a teacher engaged for the present year. The French ratepayers are to the English ratepayers in the proportion of about two to one, and the French children to the English children about two and-a-half to one, while the assessment roll shows that the property owned by the English ratepayers is valued at \$79,515, and that by the French \$41,250. In 1877 a public school building of four rooms was erected at a cost of about \$7,500, and to this at the same time, was added a wing of two rooms for a high school. The cost of the latter was about \$2,000. The L'Original High School, was closed in 1874, but as the people thought it might again be opened, it was decided by the trustees to provide suitable accommodation for it when a public school building was being erected. This portion of the building has remained unoccupied till the present time, and it is very unlikely that a high school will ever again be opened there. The high school district is somewhat larger than the public school section. The latter is S. S. No. 1, Longueuil, while the former includes S. S. No. 1, and a portion of S. S. No. 2, Longueuil. The high school board has been kept in existence by the county and village councils. Debentures for the payment of the cost of the public school were issued in 1877 to run twenty years, consequently half of the debt still remains unpaid. Debentures for a similar term were also issued by the high school trustees to pay for the high school building. An acre of land was purchased by the Public School Board for their school, and when it was decided to erect a high school building in connection with the public school, an additional half acre of land was purchased by the Public School Board, and it was agreed that upon the payment of \$200 or \$300 by the High School Board to the Public School Board, this portion of the play-ground should become the property of the High School Board. This agreement was not put in writing, but at least four persons will make affidavit to the facts. The separate school is now taught in the high school building by permission of the High School Board and will continue to occupy this building, unless the Public School Board succeeds in preventing the High School Board from allowing their building to be used for separate school purposes. A re-union of the public and separate schools is at present entirely out of the question, but if the separate school be allowed quietly to occupy its present quarters, the time may come when present feelings have subsided and the unwisdom of the present division has become apparent, that the old lines of union may be restored, but at present it is impossible. It is undoubtedly a very great hardship that the English Protestant ratepayers must continue for ten years to pay two-thirds of the debt to which I have referred, especially as the public school building has more than sufficient accommodation for both schools. This, however, cannot well be avoided, but the hardship will be very much aggravated if the Public School



Board is obliged to erect another building. To prevent this, permission should be given to the High School Board to lease for a term of years at a nominal rental to the Public School Board, if indeed they should not be allowed to sell the property. The fact that the building has lain idle for ten years, and that the high school has remained closed for thirteen years without any attempt to re-open it, would, I think, furnish satisfactory reasons to justify the sale of the property.

All of which is respectfully submitted.

I have the honor to be,  
Sir,  
Your obedient servant,

J. J. TILLEY.

EDUCATION DEPARTMENT,  
TORONTO, 13th January, 1887.

DEAR SIR,—The Minister desires me to state for the information of your Board that having had under consideration the question of school accommodation for the Protestant separate school, he has suggested to the High School Board that it would be greatly to the advantage of all parties concerned for the High School Trustees to secure a title to their property, as soon as possible, in order that they may have full power to lease their school buildings to the Separate School Trustees, which would appear to be a desirable arrangement.

Yours, etc.,

ALEX. MARLING,  
Secretary.

E. A. HALL, Esq.,  
Protestant Separate School Trustee,  
L'Orignal.

EDUCATION DEPARTMENT,  
TORONTO, 13th January, 1887.

DEAR SIR,—The Minister has had under consideration the question of the position of the Protestant Separate School Board of L'Orignal with reference to school accommodation. He understands that their school is at present accommodated in that part of the school building erected for the purposes of a high school and under the control of the High School Board.

The Minister is of opinion that it would be greatly to the advantage of all parties concerned for the High School Trustees to secure a title of their property as soon as possible; they will then have full power to lease their school building to the Separate School Trustees.

Yours, etc.,

ALEX. MARLING,  
Secretary.

MESSRS. THE HIGH SCHOOL TRUSTEES,  
L'Orignal,  
Per E. P. Johnson.

L'ORIGNAL, 14th January, 1887.

SIR,—As required by the Ontario Act 49 Vic. Chap. 46, sec. 29, sub-sec. 13. I beg to state for your information that the L'Orignal separate school for Protestants has been legally organized, and that the following gentlemen have been duly elected as trustees



for the present term, viz :—Robert Hamilton, Eden P. Johnston, Matthew Millar, E. A. Hall, Wm. Banford and George Gale, all of L'Orignal.

At a first meeting of the said Trustee Board, Robert Hamilton, Esq., was appointed Chairman, E. P. Johnson, Secretary, and Matthew Millar, Treasurer.

Mr. J. Howard Hay has been engaged by the Board to teach the school during the present year, and by permission attained from the Board of L'Orignal High School Trustees, our Protestant separate school will be conducted for the present in one of the rooms of the high school building.

Yours, etc.,

EDEN P. JOHNSON,  
Secretary L'Orignal Protestant Separate School.

Hon. G. W. Ross,  
Minister of Education, Toronto.

L'ORIGNAL, 12th January, 1887.

SIR,—Since the establishment of the Protestant separate school in the village, several of the Roman Catholic ratepayers have expressed a desire to have their properties assessed for the support of the Protestant separate school, instead of the public school, as heretofore, in order that they may be allowed to send their children to and enjoy the advantages of instruction in the Protestant school.

Have they a legal right to do so, if they wish?

Yours, etc.,

EDEN P. JOHNSON,  
Secretary L'Orignal Protestant Separate School.

Hon. G. W. Ross,  
Minister of Education, Toronto.

L'ORIGNAL, 28th January, 1887.

Hon. G. W. Ross,  
Minister of Education, Toronto.

SIR,—At the request of our Board of Trustees, I wrote you on the 12th instant asking if Roman Catholic ratepayers in this village can enjoy the privilege of having their properties assessed for the support of the Protestant separate school, instead of the public school of the section, if they desire to do so. I have not yet been favoured with a reply to that letter, and as the question has been frequently asked by interested parties, you would confer a favor by making the point clear to us at your earliest convenience.

I have, etc.,

EDEN P. JOHNSON,  
Secretary L'Orignal Protestant Separate School Board.

EDUCATION DEPARTMENT,  
TORONTO, 7th February, 1887.

DEAR SIR,—With reference to your enquiry the Minister does not find any provision or any law which authorizes Roman Catholic ratepayers to be supporters of a Protestant separate school.

Yours, etc.,

ALEX. MARLING,  
Secretary.

Mr. E. P. JOHNSON,  
L'Orignal.

*X.—MEMORANDUM ON FRENCH AND GERMAN BOOKS SUPPLIED  
FROM THE EDUCATIONAL DEPOSITORY.*

*Catalogue of 1852.*

Announced French Embossed Maps of Europe, Spain and Portugal, France and Belgium, Germany and Holland, British Isles, North America, Switzerland, p. 14.

*Catalogue of 1856.*

Descriptive Catalogue for Public Schools in Upper Canada announced French Maps, pp. 11, 15 ; French Text Books, p. 41 ; French Authors, p. 52 ; French Literature, p. 54.

*Catalogue of 1859.*

Supplemental Catalogue for Public Schools in Upper Canada announced French Text Books, p. 46.

*Catalogue of 1866.*

Announced Prizes for Public Schools in Upper Canada, also Prizes for German Schools, p. 35.

*Catalogue of 1867.*

Announced upwards of six thousand volumes, English and French, offered for sale by auction in Montreal.

*Catalogue of 1868.*

Announced Public School Libraries, Teachers' Professional and Municipal Libraries, County or City Jail Libraries, Sunday School Libraries, Department of German Books suitable for Libraries, Prizes, p. 93.

*Catalogue of 1872.*

List of Text Books authorized for use in the Public Schools, French and German Books, p. 7.

French and German books from the following publishing houses were kept for sale in the Depository :—

French Literature, History, etc. Hachette & Co., London.

French Tales and Prize Cards. Christian Know. Society, London.

Roman Catholic books, both in French and English. Sadlier & Co., Montreal.

German books, History, Biography, Literature, etc. American Tract Society, New York.

Specimens of many of the French books formerly supplied for libraries and prizes are in the Educational Library, and specimens of French maps, philosophical charts, globes, etc., are in the Museum.

According to the Public Schools Act 100 per cent. was allowed from the Legislative Grant on all orders for prize and library books, no distinction being made as to language.

S. P. MAY,  
Formerly Superintendent Depository.

25th October, 1889.







